

## Pilot Course Proposal

**Submitted by:** Aurora McKinney

**Building:** Hazen High School

**Proposed Course Title:** AP 3-D Art and Design, Ceramics

**Grade Level:** 10-12

**# TRI:** 2

**Department:** CTE, Fine Arts Equivalency

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### PLEASE ATTACH THE FOLLOWING:

Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

- In AP 3-D Art and Design, students will develop college level artistic techniques and thinking. They will use skills learned in the course with their own ideas to create unique works of art. Throughout the course, they will “develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 3-D art and design skills” through ceramics – AP Students, AP 3D Art and Design, About the Course. This course will provide the third and final introductory college course required by art and design school undergraduate programs.

*Upon completion of this course students will be able to meet the following Washington State K-12 Learning Standards:*

- AP 3D Art and Design, Ceramics will measure Washington CTE 21<sup>st</sup> Century Leadership Skills, the Accomplished and Advanced High School Washington Visual Arts standards, adopted in 2017 as well as the Course Skills defined in the AP Art and Design course guide.

### **Washington CTE 21<sup>st</sup> Century Leadership Skills**

#### **Creativity and Innovation**

- 1.A Think Creatively - The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.B Work Creatively with Others - The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

#### **Communication and Collaboration**

- 3.A Communicate Clearly - The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

#### **Flexibility and Adaptability**

- 7.B Be Flexible - The Student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

#### **Initiative and Self-Direction**

- 8.A Manage Goals and Time
- 8.B Work Independently
- 8.C Be Self-Directed Learners

### **Arts Learning Standards, Visual Arts (Adopted 2017)**

#### **Creating**

- VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.
- VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.
- VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
- VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
- VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
- VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- VA:Cr3.1.IIIa Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

### Presenting

- VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

### Responding


- VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- VA:RE.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- VA:Re.7.1.IIIa Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- VA:Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- VA:Re8.1.IIIa Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.

### Connecting

- VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
- VA:Cn11.1.IIa 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.

- VA:Cn10.1.11a Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

## AP Course Skills



AP ART AND DESIGN

# AP Course Skills

**Course Skill 1**

***Inquiry and Investigation*** **1**

Investigate materials, processes, and ideas.

**Course Skill 2**

***Making Through Practice, Experimentation, and Revision*** **2**

Make works of art and design by practicing, experimenting, and revising.

**Course Skill 3**

***Communication and Reflection*** **3**

Communicate ideas about art and design.

**SKILLS**

<p><b>1.A</b> Generate possibilities for investigation.</p> <p><b>1.B</b> Describe how inquiry guides investigation through art and design.</p> <p><b>1.C</b> Describe how materials, processes, and ideas in art and design relate to context.</p> <p><b>1.D</b> Interpret works of art and design based on materials, processes, and ideas used.</p> <p><b>1.E</b> Investigate materials, processes, and ideas.</p>	<p><b>2.A</b> Formulate questions or areas of inquiry that guide a sustained investigation through art and design.</p> <p><b>2.B</b> Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions or inquiry.</p> <p><b>2.C</b> Make works of art and design that demonstrate synthesis of materials, processes, and ideas.</p> <p><b>2.D</b> Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.</p>	<p><b>3.A</b> Identify, in writing, questions or inquiry that guided a sustained investigation through art and design.</p> <p><b>3.B</b> Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions or inquiry.</p> <p><b>3.C</b> Identify, in writing, materials, processes, and ideas used to make works of art and design.</p> <p><b>3.D</b> Describe how works of art and design demonstrate synthesis of materials, processes, and ideas.</p> <p><b>3.E</b> Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills.</p> <p><b>3.F</b> Present works of art and design for viewer interpretation.</p>
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- What are the assessments that will be used to determine student achievement of the goals of this course?

To prepare for the Spring Portfolio submission, students will work independently to continuously build a portfolio of original work following a self-defined inquiry question throughout the course. Students will show their learning by including in their portfolio examples of practice, experimentation and revision, responses to critique and self-reflection, notes, assignment sheets, sketches, response logs, discussion questions, artwork, and/or photo documentation of artwork. The body of work will expand as students continue their inquiry, critique and design process, and as they incorporate additional skills they learn. These items/projects will be evaluated using AP Rubrics found in the Course & Exam Description.

Describe how this course will address:

- **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)**  
Course aligns with Washington State CTE 21<sup>st</sup> Century Skills Standards, Visual Arts High School Level Accomplished and Advanced standards as well as the AP Art & Design Standards
- **Integration of technology**  
Students will use technology throughout the course by documenting their growth and process digitally (photography, videography, digital design tools, MS Office/Google Suite tools)
- **Infusion of diversity/multicultural perspectives**  
Along with creating art, students will be studying art from around the world.
- **Integration with other subject areas**  
This course will cover Visual Arts state standards, industry standards, and integrate content from ELA.
- **Provision of appropriate experiences for learners of varying abilities**  
Due to the nature of the portfolios/projects, each can be adapted to best meet the student's current skill while encouraging them to grow toward their self-defined creative and technical goals.
- **Development of higher-level thinking and processing skills**  
Students will independently create pieces. Then they will pick which of their pieces to include in their portfolio based on their opinions and the feedback they receive from other thereby demonstrating independent thinking, collaborative thinking, independent creation, and collaborative creation to use the best demonstrate their skills for the target audience.
- **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?**  
This course will offer an advanced extension to the existing Ceramics A/B course, no curriculum will be removed. Sequencing for this second-year advanced ceramics class will be as follows:
  - Ceramics A, Ceramics B
  - AP 3D Art and Design, Ceramics A, AP 3D Art and Design, Ceramics B

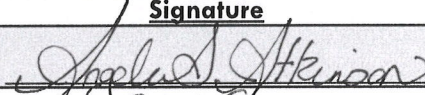
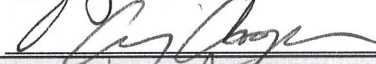
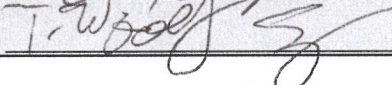
#### Current Scope and Sequence

Units	# Weeks
Unit 1: Intro to Art -Principles and Elements of Art in a design brief	2 weeks
Unit 2: Concept Sketching -Planning ideas for public artwork	1 week
Unit 3: Surface Design & Material Exploration -Glaze chemistry and safety -Multi-media -Texture	3 weeks
Unit 4: Technical Building & Engineering -Designing for industry and functionality -Giving and implementing feedback -Installation -Slip casting and mold making	3 weeks
Unit 5: Design Briefing/Negotiation -Art Careers -Portfolio Requirements	1 week
Unit 6: Art Process -Guiding Inquiry -Ideas, Process, and Reflection	2 weeks
Unit 7: Sustained Investigation -Portfolio Building -Revision	4 weeks
Unit 8: Media and Techniques	3 weeks

-Explore alternative building methods -Explore alternative firing practices	
Unit 9: Varied Media -Make own techniques and processes	3 weeks
Unit 10: Artist Statements -Learn to write about artwork -Provide evidence	2 weeks
Total Course (2 trimesters)	24 weeks

- Statement of impact:  
This course will allow students to earn either CTE or Fine Arts high school credit towards graduation, potentially complete a CTE Sequence graduation pathway, and earn both high school and college credit through the same course. Students will develop an inquisitive approach to evaluating materials, processes, and designs; understand processes and techniques artists use to create artwork, and the reasons and methods for presenting art to viewers. Skills from this course will help students excel in any creative career that utilizes the design process and visual thinking.
- Instructional materials and cost (include titles, names of publishers and copyright).  
No additional instructional materials are needed, supplies will balance with what would have been purchased for students in Ceramics A/B for the same seat time.

**SIGN-OFF FOR PILOT COURSE RECOMMENDATION**

	<u>Signature</u>	<u>Date</u>
1. Department Head (Secondary) Accepts <input checked="" type="checkbox"/> Rejects <input type="checkbox"/>		12-4-25
2. Principal Accepts <input checked="" type="checkbox"/> Rejects <input type="checkbox"/>		12/4/25
3. District Content Facilitator Accepts <input checked="" type="checkbox"/> Rejects <input type="checkbox"/>		4-Dec-25
4. Curriculum Director Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		

**Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.**