Ceramics & 3D Design II

Unit Title: **Review & Advanced Handbuilding**

Stage 1: Desired Results

Standards & Indicators:

1.5.12acc.Cr2a – Skill development through practice and persistence
clay preparation, handbuilding techniques, craftsmanship, and construction skills
1.5.12acc.Cr3a – Critique, reflection, revision, and refinement
critique, craftsmanship evaluation, and artistic growth
1.5.12acc.Cr1b – Selecting materials and methods
pinch, coil, slab, surface decoration, and glazing choices
1.5.12acc.Pr6a – Connecting artists/artworks to historical and cultural contexts
studying ceramic artists and developing personal artistic ideas
1.5.12acc.Re9a – Applying criteria to evaluate artwork
ceramic critiques using vocabulary related to craftsmanship, design, and intent

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

- Students will refine and master foundational handbuilding techniques including pinch, coil, and slab construction.
- Students will demonstrate increased craftsmanship through proper construction methods and clay preparation.
- Students will explore advanced surface decoration techniques to enhance ceramic forms.
- Students will analyze the work of historical and contemporary ceramic artists to develop personal artistic ideas.
- Students will participate in critiques to evaluate craftsmanship, design, and artistic intent.

Essential/Guiding Question:

- How does craftsmanship affect the success of a ceramic artwork?
- How do handbuilding techniques influence the form and function of ceramic pieces?
- How can texture and surface decoration enhance the visual impact of a ceramic work?
- How can studying ceramic artists inspire your own creative ideas?
- How can critique and reflection improve your artistic growth?

Content:

- Pinch, coil, and slab construction
- Clay preparation
- Joining techniques (score and slip)
- Surface decoration
- Texture
- Sgraffito and carving
- Glazing
- Critique

Skills(Objectives):

- SWBAT demonstrate proper clay preparation and construction techniques.
- SWBAT create structurally sound ceramic forms using pinch, coil, and slab methods.
- SWBAT apply advanced surface decoration techniques to ceramic artwork.
- SWBAT demonstrate craftsmanship through clean construction and finishing techniques.
- SWBAT critique ceramic artwork using appropriate visual arts vocabulary.

Ceramics & 3D Design II

Interdisciplinary Connections:

History – The study of historical and contemporary ceramic traditions, cultures, and artists.
Science – The physical properties of clay, drying, firing, and the chemical changes that occur during the ceramic process.
English – Written and verbal critiques of ceramic artwork using appropriate art vocabulary.

Computer Science and Design Thinking

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Stage 2: Assessment Evidence

Performance Task(s):
As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.

- Projects
- Critiques
- End-of-Unit Assessments

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research
- Participation
- Following Class Procedures
- Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Whole group learning with teacher lecture, discussion, and demonstration
- Guided practice
- Independent practice
- Small group instruction
- Individual instruction
- Cooperative learning

Resources:

- In-class resource books, and materials for each project
- Google classroom for video tutorials and examples
- Websites and teacher examples

Social Studies Resources:

- The New Jersey Amistad Commission Interactive Curriculum
- NJ Commission on Holocaust Education
- Learning for Justice

LGBT and Disabilities Law Resources:

- GLSEN Educator Resources
- Supporting LGBTQIA Youth Resource List
- Respect Ability: Fighting Stigmas, Advancing Opportunities

Ceramics & 3D Design II

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	**On Grade Level Students**	**Struggling Students**	**Special Needs/ELL**
Development of personal ideas, voice, and style. Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student examples. Use of notes and online resources.	Development of personal ideas, voice, and style. Promoting student leadership and competency to instruct fellow students. Use of a visual chart, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice, and style. Use of visual charts, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Introduction to Wheel Throwing

Stage 1: Desired Results

Standards & Indicators:

1.5.12acc.Cr2a – Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
learning wheel throwing through repetition, practice, and problem-solving.
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.
earning wheel techniques, clay preparation, and ceramic processes.
1.5.12acc.Cr3a – Engage in critique, reflection, revision, and refinement of artwork.
critique, self-evaluation, and improving technical skills.
1.5.12acc.Re9a – Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
evaluating wheel-thrown forms using craftsmanship and technical criteria.
1.5.12acc.Cn11a – Compare uses of art in a variety of societal, cultural and historical contexts.
studying functional pottery from historical and contemporary ceramic artists.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving

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		process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
• Students will develop foundational wheel throwing skills through practice and repetition. • Students will understand the relationship between clay preparation, wheel technique, and successful ceramic forms. • Students will recognize that persistence and problem-solving are essential to mastering wheel throwing. • Students will analyze functional pottery created by historical and contemporary ceramic artists.	• What skills are necessary to successfully throw clay on the pottery wheel? • Why is repetition important when learning a new artistic process? • How does proper clay preparation contribute to successful wheel-thrown forms? • How does function influence the design of ceramic objects? • How can observation and critique improve technical skills?
Content: • Wedging • Centering • Opening • Pulling walls • Cylinders • Bowls • Trimming • Glazing • Critique	**Skills(Objectives):** • SWBAT properly wedge clay for wheel throwing. • SWBAT center clay on the pottery wheel. • SWBAT throw basic cylinders and bowls. • SWBAT trim wheel-thrown forms. • SWBAT demonstrate safe and responsible use of pottery wheels and studio equipment. • SWBAT evaluate personal progress through critique and reflection.

Interdisciplinary Connections:

Physics – The study of balance, centrifugal force, motion, and rotational movement while throwing on the pottery wheel.
Science – The relationship between moisture content, plasticity, and the workability of clay.
English – Reflection and critique of personal artwork and the work of peers.

Computer Science and Design Thinking
- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

Career Readiness, Life Literacies, and Key Skills
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

English Language Arts Companion Standards
- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Stage 2: Assessment Evidence

Performance Task(s):
As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.

- Projects
- Critiques
- End-of-Unit Assessments

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research
- Participation
- Following Class Procedures
- Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Whole group learning with teacher lecture, discussion, and demonstration
- Guided practice
- Independent practice
- Small group instruction
- Individual instruction
- Cooperative learning

Resources:

- In-class resource books, and materials for each project
- Google classroom for video tutorials and examples
- Websites and teacher examples

Social Studies Resources:

- The New Jersey Amistad Commission Interactive Curriculum
- NJ Commission on Holocaust Education
- Learning for Justice

LGBT and Disabilities Law Resources:

- GLSEN Educator Resources
- Supporting LGBTQIA Youth Resource List
- Respect Ability: Fighting Stigmas, Advancing Opportunities

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice, and style. Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student examples.	Development of personal ideas, voice, and style. Promoting student leadership and competency to instruct fellow students. Use of a visual chart, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice, and style. Use of visual charts, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency

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Use of notes and online resources.		and procedures.	Provide word banks Allow for translators, dictionaries

Unit Title: Functional Ceramics

Stage 1: Desired Results

Standards & Indicators:

1.5.12acc.Cr2a – Skill Development Through Practice and Persistence
wheel throwing, handles, lids, glazing, and craftsmanship
1.5.12acc.Cr1b – Selecting Materials and Methods
choosing wheel techniques, functional forms, decorative methods, and glazing approaches.
1.5.12acc.Cr3a – Refining and Completing Artwork Through Critique
peer feedback, revision, and improving functional ceramic pieces
1.5.12acc.Re9a – Applying Criteria to Evaluate Artwork
evaluating functionality, craftsmanship, design, and aesthetic success
1.5.12acc.Pr6a – Connecting Artwork to Historical/Cultural Contexts
exploring how ceramic artists balance beauty and utility across cultures

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

- Students will apply wheel-throwing skills to create functional ceramic forms.
- Students will understand how design, craftsmanship, and function work together in ceramic artwork.
- Students will explore surface decoration and glazing to enhance functional pottery.
- Students will evaluate how artists combine beauty and utility in ceramic design.

Essential/Guiding Question:

- What makes a ceramic object both functional and aesthetically pleasing?
- How do artists balance form and function?
- How do glazing and surface decoration enhance ceramic work?
- How does craftsmanship contribute to the usability of ceramic objects?
- How can feedback improve the quality of functional ceramics?

Content:

- Functional pottery
- Mugs
- Bowls
- Plates
- Dinnerware
- Teapots
- Handles
- Lids
- Surface decoration
- Glazing
- Critique

Skills(Objectives):

- SWBAT create functional ceramic forms using wheel-throwing techniques.
- SWBAT attach handles, lids, and additional components securely.
- SWBAT apply glaze appropriately to functional pottery.
- SWBAT evaluate the relationship between form, function, and craftsmanship.
- SWBAT revise artwork based on peer and teacher feedback.

Interdisciplinary Connections:

History – The study of functional pottery throughout different cultures and time periods.

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Engineering/Technology – Designing ceramic forms that are functional, durable, and ergonomically sound.
Mathematics – Measuring proportions, symmetry, and scale when creating functional ceramic forms.
English – Critiquing artwork and evaluating craftsmanship through discussion and writing.

Computer Science and Design Thinking

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Stage 2: Assessment Evidence

Performance Task(s):
As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.

- Projects
- Critiques
- End-of-Unit Assessments

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research
- Participation
- Following Class Procedures
- Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Whole group learning with teacher lecture, discussion, and demonstration
- Guided practice
- Independent practice
- Small group instruction
- Individual instruction
- Cooperative learning

Resources:

- In-class resource books, and materials for each project
- Google classroom for video tutorials and examples
- Websites and teacher examples

Social Studies Resources:

- The New Jersey Amistad Commission Interactive Curriculum
- NJ Commission on Holocaust Education
- Learning for Justice

LGBT and Disabilities Law Resources:

- GLSEN Educator Resources
- Supporting LGBTQIA Youth Resource List
- Respect Ability: Fighting Stigmas, Advancing Opportunities

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice, and style. Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student examples. Use of notes and online resources.	Development of personal ideas, voice, and style. Promoting student leadership and competency to instruct fellow students. Use of a visual chart, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice, and style. Use of visual charts, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Ceramic Sculpture & Independent Studio

Stage 1: Desired Results

Standards & Indicators:

1.5.12acc.Cr1a – Generating and Conceptualizing Ideas
independent ceramic sculpture project, personal concepts, and development of artistic voice.
1.5.12acc.Cr1b – Selecting Materials and Methods
choosing appropriate sculptural techniques, handbuilding methods, and design approaches
1.5.12acc.Cr3a – Refining and Completing Products Through Critique
critique, reflection, revision, and artistic growth
1.5.12acc.Pr4a – Selecting and Critiquing Artwork for Portfolio Presentation
portfolio creation, artwork selection, and reflection on course development
1.5.12acc.Re9a – Applying Criteria to Evaluate Artwork
evaluating sculptures based on craftsmanship, concept, design, and communication of ideas

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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Central Idea/Enduring Understanding:

- Students will explore ceramics as a sculptural and expressive art form.
- Students will communicate ideas through three-dimensional ceramic sculpture.
- Students will develop and complete an independent ceramic project that demonstrates technical growth and personal artistic voice.
- Students will reflect on their artistic development through portfolio presentation and critique.

Essential/Guiding Question:

- How can ceramics be used to communicate ideas beyond functional objects?
- How do artists use form, texture, and space to create expressive sculpture?
- How does artistic choice influence the meaning of a ceramic artwork?
- How does planning contribute to the success of an independent project?
- How has your understanding of ceramics grown throughout the course?

Content:

- Animal sculpture
- Figurative sculpture
- Abstract sculpture
- Relief sculpture
- Independent project planning
- Portfolio
- Artist statement
- Critique

Skills(Objectives):

- SWBAT create a ceramic sculpture using appropriate handbuilding techniques.
- SWBAT apply the Elements and Principles of Art to three-dimensional design.
- SWBAT plan and complete an original ceramic artwork based on a personal concept.
- SWBAT assemble and present a portfolio of ceramic work.
- SWBAT write and present an artist statement reflecting on their creative process and artistic growth.

Interdisciplinary Connections:

History – The study of sculptural ceramics and contemporary ceramic artists.
English – Writing artist statements and participating in critiques of artwork.
Career Readiness – Developing a portfolio, presenting original artwork, and exploring careers in ceramics and the visual arts.

Computer Science and Design Thinking

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Stage 2: Assessment Evidence

Performance Task(s):

As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research

Ceramics & 3D Design II

explore their approach to solving artistic challenges. • Projects • Critiques • End-of-Unit Assessments	• Participation • Following Class Procedures • Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies: • Whole group learning with teacher lecture, discussion, and demonstration • Guided practice • Independent practice • Small group instruction • Individual instruction • Cooperative learning	**Resources:** • In-class resource books, and materials for each project • Google classroom for video tutorials and examples • Websites and teacher examples Social Studies Resources: • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice LGBT and Disabilities Law Resources: • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice, and style. Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community. Promoting student leadership and competency to instruct fellow students. Use of visual charts, demonstrations, student examples. Use of notes and online resources.	Development of personal ideas, voice, and style. Promoting student leadership and competency to instruct fellow students. Use of a visual chart, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources.	Development of personal ideas, voice, and style. Use of visual charts, demonstrations, student and teacher examples. Independent and guided practice. Use of notes and online resources. Extra time for projects and tests. One on one instruction and oral examination as an alternative to a written exam. Repeated lesson instruction and procedures.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Ceramics & 3D Design II

Pacing Guide

Ceramics & 3D Design II	Content	Standards
MP 1		
UNIT 1 **Review & Advanced Handbuilding** Lesson 1.1: Review of Handbuilding Techniques (10 Days) Lesson 1.2: Advanced Handbuilding Project (9 Days) Lesson 1.3: Critique & Reflection (3 Days)	**Vocabulary** ● Pinch ● Coil ● Slab ● Score ● Slip ● Compression ● Leather-hard ● Greenware ● Bisqueware ● Glazeware ● Kiln ● Texture ● Relief ● Incising ● Sgraffito ● Mishima ● Underglaze ● Wax Resist ● Craftsmanship ● Form ● Function **Projects & Media (Examples)** ● Handbuilding review exercises ● Texture tile sampler ● Lidded container ● Decorative vessel ● Lantern ● Wall pocket planter ● Surface decoration studies ● Class critique **Artists to Study (Examples)** ● Maria Martinez ● Magdalene Odundo ● Kathy Butterly ● Betty Woodman ● Toshiko Takaezu ● Roberto Lugo **Unit Assessment** ● Grading based on rubric ● Class critique ● Sketchbook assignments ● Artist reflection	**1.5.12acc.Cr2a –** Skill development through practice and persistence *clay preparation, handbuilding techniques, craftsmanship, and construction skills* **1.5.12acc.Cr3a –** Critique, reflection, revision, and refinement *critique, craftsmanship evaluation, and artistic growth* **1.5.12acc.Cr1b –** Selecting materials and methods *pinch, coil, slab, surface decoration, and glazing choices* **1.5.12acc.Pr6a –** Connecting artists/artworks to historical and cultural contexts *studying ceramic artists and developing personal artistic ideas* **1.5.12acc.Re9a –** Applying criteria to evaluate artwork *ceramic critiques using vocabulary related to craftsmanship, design, and intent* **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze and use creative skills and ideas. Innovative ideas or innovation can lead to career opportunities. **WHST.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **NJSLSA.W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
MP 1		
UNIT 2 **Introduction to Wheel Throwing**	**Vocabulary** ● Wedging	**1.5.12acc.Cr2a –** Through experimentation, practice and

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Lesson 2.1: Clay Preparation & Wedging (3 Days) Lesson 2.2: Centering & Cylinders (8 Days) Lesson 2.3: Bowls & Trimming (8 Days) Lesson 2.4: Critique & Reflection (3 Days)	• Plasticity • Centering • Opening • Pulling • Compression • Cylinder • Bowl • Trimming • Foot Ring • Bat • Rib • Needle Tool • Wire Tool • Throwing Slip • Kiln • Bisque • Glaze **Projects & Media (Examples)** • Wedging exercises • Practice cylinders • Practice bowls • Trimming exercises • Glaze application • Class critique **Artists to Study (Examples)** • Bernard Leach • Shoji Hamada • Warren MacKenzie • Linda Christianson • Florian Gadsby • Simon Levin **Unit Assessment** • Grading based on rubric • Class critique • Skills demonstration • Sketchbook assignments	persistence, demonstrate acquisition of skills and knowledge in a chosen art form. *learning wheel throwing through repetition, practice, and problem-solving.* **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. *earning wheel techniques, clay preparation, and ceramic processes.* **1.5.12acc.Cr3a –** Engage in critique, reflection, revision, and refinement of artwork. *critique, self-evaluation, and improving technical skills.* **1.5.12acc.Re9a –** Determine the relevance of criteria used by others to evaluate a work of art or collection of works. *evaluating wheel-thrown forms using craftsmanship and technical criteria.* **1.5.12acc.Cn11a –** Compare uses of art in a variety of societal, cultural and historical contexts. *studying functional pottery from historical and contemporary ceramic artists.* **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze and use creative skills and ideas. Innovative ideas or innovation can lead to career opportunities. **WHST.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **NJSLSA.W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
MP 2		
UNIT 3 **Functional Ceramics** Lesson 3.1: Mugs & Handles (7 Days) Lesson 3.2: Bowls, Plates & Dinnerware (7 Days)	**Vocabulary** • Functional Ceramics • Handle • Pull Handle • Spout • Lid • Gallery • Altered Form	**1.5.12acc.Cr2a –** Skill Development Through Practice and Persistence *wheel throwing, handles, lids, glazing, and craftsmanship* **1.5.12acc.Cr1b –** Selecting Materials and Methods *choosing wheel techniques, functional*

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Lesson 3.3: Teapots & Functional Forms (5 Days) Lesson 3.4: Critique & Reflection (3 Days)	• Balance • Proportion • Ergonomics • Food Safe • Glaze Combination • Wax Resist • Underglaze • Design **Projects & Media (Examples)** • Mug • Bowl • Plate • Dinnerware set • Teapot • Pitcher • Functional serving piece • Glaze experimentation • Class critique **Artists to Study (Examples)** • Warren MacKenzie • Linda Christianson • Adam Field • Sunshine Cobb • Ayumi Horie • Roberto Lugo **Unit Assessment** • Grading based on rubric • Class critique • Sketchbook assignments • Artist reflection	*forms, decorative methods, and glazing approaches.* **1.5.12acc.Cr3a –** Refining and Completing Artwork Through Critique *peer feedback, revision, and improving functional ceramic pieces* **1.5.12acc.Re9a –** Applying Criteria to Evaluate Artwork *evaluating functionality, craftsmanship, design, and aesthetic success* **1.5.12acc.Pr6a –** Connecting Artwork to Historical/Cultural Contexts *exploring how ceramic artists balance beauty and utility across cultures* **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze and use creative skills and ideas. Innovative ideas or innovation can lead to career opportunities. **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice. **WHST.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **NJSLSA.W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **8.2.12.EC.2:** Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
MP 2		
UNIT 4 **Ceramic Sculpture & Independent Studio** Lesson 4.1: Ceramic Sculpture (10 Days) Lesson 4.2: Independent Studio Project (9 Days) Lesson 4.3: Portfolio, Critique & Reflection (3 Days)	**Vocabulary** • Additive • Subtractive • Armature • Hollow Form • Vent Hole • Balance • Proportion • Gesture • Abstract • Relief Sculpture • Narrative • Portfolio • Artist Statement • Exhibition	**1.5.12acc.Cr1a –** Generating and Conceptualizing Ideas *independent ceramic sculpture project, personal concepts, and development of artistic voice.* **1.5.12acc.Cr1b –** Selecting Materials and Methods *choosing appropriate sculptural techniques, handbuilding methods, and design approaches* **1.5.12acc.Cr3a –** Refining and Completing Products Through Critique *critique, reflection, revision, and artistic growth*

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	● Reflection **Projects & Media (Examples)** ● Animal sculpture ● Figurative sculpture ● Abstract sculpture ● Relief sculpture ● Student-designed ceramic project ● Artist statement ● Portfolio documentation ● Final critique **Artists to Study (Examples)** ● Viola Frey ● Robert Arneson ● Jun Kaneko ● Cristina Córdova ● Adrian Arleo ● Theaster Gates **Unit Assessment** ● Grading based on rubric ● Final critique ● Portfolio review ● Artist statement ● Independent project presentation	**1.5.12acc.Pr4a –** Selecting and Critiquing Artwork for Portfolio Presentation *portfolio creation, artwork selection, and reflection on course development* **1.5.12acc.Re9a –** Applying Criteria to Evaluate Artwork *evaluating sculptures based on craftsmanship, concept, design, and communication of ideas* **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze and use creative skills and ideas. Innovative ideas or innovation can lead to career opportunities. **9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice **WHST.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **8.2.12.EC.2:** Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. **8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. **8.2.12.ETW.3:** Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.