

Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012

Ceramics and Sculpture II & III

COURSE OF STUDY

Fine Arts Department

Written By:

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Date:

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Approved by:

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Welcome to Ceramics and Sculpture II & III



With Teacher

This course is designed for students who are ready to further develop their skills as three-dimensional artists through advanced ceramic and sculptural techniques. Building upon the foundations learned in Ceramics & Sculpture I, students will explore more complex construction methods, surface design, glazing techniques, and sculptural processes while creating original, high-quality works of art. Students will be challenged to think creatively, solve artistic problems, refine their craftsmanship, and develop their own unique artistic voice through individual projects and collections. Throughout the course, students will strengthen their technical abilities, studio habits, and confidence while working with clay, the potter's wheel, and a variety of materials.

Extra Help & Studio Time

I am available during
Common Time on
_____ days and
afterschool by
appointment



Community Norms



Make No Dust. Engage in Productive Work. Maintain a Safe and Clean Work Environment. Share Space Respectfully.

50%

Projects

Projects are completed in class according to specifications found in the rubric. Classroom maintenance jobs will be assigned one to two times per month and graded for completeness.

30%

Classwork/Participation

Assignments may be hands-on, written, or group activities. Students will earn grades to assess progress towards completion of projects.

20%

Critique & Homework

Homework will be assigned occasionally. Students are to actively participate during critique activities by way of group discussion and/or written assignments.



Late Assignment Policy

- Assignments need to be turned in on the day and class period they are due. If a student thinks that they will need more time, they are responsible to contact the teacher to set up studio time before project deadlines. Studio time may take place, with teacher approval, during Tartan time or afterschool.
- Assignments turned in after the due date will lose points.
- Projects will lose 10 points each week. (1 day to 1 week late = 10 points off, 8 days to 2 weeks late = 20 points off, 15 days to 3 weeks late = 30 points off)
- Homework/Critique & Classwork/Participation assignments will earn up to 50% credit.
- If a student is absent they will receive one extra day to complete the assignment.

Ceramics & Sculpture II & III

2026-2027

Course Overview

Course Description:

Ceramics and Sculpture II & III, 5 credits, GRADES 11-12

Ceramics & Sculpture II Prerequisite: 80 Average or Higher in Ceramics & Sculpture or Teacher Recommendation

Ceramics & Sculpture III Prerequisite: 85 Average or Higher in Ceramics & Sculpture II or Teacher Recommendation

This course explores advanced problems in sculptural form with the development of processes and techniques. Students will spend much of their time sculpting with clay but will also work with other materials. Students will focus on developing an individual style and a sophisticated body of work, creating pieces that are both functional and decorative. The course will challenge students to set personal goals in terms of research, art production, and reflection.

Course Skills & Expectations:

Artistic Skills & Knowledge

Art education is both a discipline of study and a creative process. In Ceramics & Sculpture II and III, students develop technical skills, creative thinking, and an understanding of the role of art throughout history and contemporary society. Learning is centered around six interconnected components that foster artistic growth and lifelong creative habits:

- **Artistic Production** – Students apply advanced techniques, materials, and processes to design and create original two- and three-dimensional works of art. Emphasis is placed on experimentation, problem-solving, and personal artistic voice.
- **Art Criticism** – Students analyze, interpret, evaluate, and discuss works of art using appropriate artistic vocabulary. Through critiques and reflection, students learn to provide constructive feedback and make informed artistic decisions.
- **Art History & Cultural Connections** – Students examine historical and contemporary artists, movements, and cultures to understand how art reflects and influences society. Connections between diverse artistic traditions and modern practices inspire creative exploration.
- **Aesthetics** – Students explore the meaning, purpose, and value of art by considering multiple perspectives and engaging in discussions about artistic intent, interpretation, and the role of art in everyday life.
- **Craftsmanship** – Students demonstrate care, precision, and attention to detail while developing technical proficiency in ceramic and sculptural processes. Quality craftsmanship is emphasized through safe, responsible, and skillful use of materials and techniques.

- **Studio Habits of Mind** – Students develop the behaviors and dispositions of practicing artists, including persistence, reflection, collaboration, responsible use of shared studio spaces, proper care of tools and equipment, and effective planning and time management. These habits promote independence, creativity, and professionalism within the studio environment.

Unit Overview:

Unit 1: Visual Thinking ([Activity Pacing](#)) 7-9 Weeks

- Art History and Criticism
- Creative Process/Idea Generation -
- Elements and Principles
- Aesthetics
- Concept versus Function
- Project Proposals
- Reflection and Critique
- Documentation
- Art Careers/Community Impact
- Connections with History Culture and Self/Personal Meaning

Unit 2: Advanced Ceramic Hand Building and Surface Manipulation ([Activity Pacing](#)) 6-8 weeks

- Combining forms using slabs, coils, pinch, and wheel
- Incising, Piercing, Molds, Textures, Stamps, Modeling
- Use of tools (pin tools, incising tools, slab rollers)
- Attachments (handles, spouts, score/slip, feet)
- Craftsmanship
- Studio Practice
- Safety Procedures
- Studio Maintenance and Storage

Unit 3: Finishing Techniques ([Activity Pacing](#)) 4-6 Weeks

- Glazing (sgraffito, sponging, masking, layering/mixing, wax resist, dripping, splattering)
- Painting (color theory, color mixing, acrylic, watercolor, blending, layering)
- Surface Preparation (Polishing, rinsing, trimming, gluing)
- Craftsmanship
- Studio Practice
- Safety Procedures
- Studio Maintenance and Storage

Unit 4: Sculptural Articulation ([Activity Pacing](#)) 5-7 Weeks

- In the Round
- Relief
- Physical and Visual Balance
- Presentation
- Craftsmanship
- Armatures
- Form and Mass
- Mixed Media Application
- Organic Versus Geometric
- Studio Practice
- Safety Procedures
- Studio Maintenance and Storage

Unit 5: Advanced Wheel Throwing ([Activity Pacing](#)) 2-4 Weeks

- Production Pottery
- Combine or Alter Thrown Forms
- Increased Size
- Trimming
- Craftsmanship
- Studio Practice
- Safety Procedures
- Studio Maintenance and Storage

Unit 6: Artistic Independence ([Activity Pacing](#)) 4-7 Weeks

- Craftsmanship
- Studio Practice
- Safety Procedures
- Studio, Kiln, and Equipment Maintenance
- Professionalism and Business Practices
- Project Proposals
- Process and Final Product Documentation
- Developing Artistic Style/Voice
- Storage
- Social and Emotional Learning Connections

Unit 1 - Visual Thinking

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

Unit Summary:

Students will focus on the creative process and refine the planning and preparation skills required to create thought provoking artwork. The Elements of Art and Principles of Design will be reviewed, while concentrating on their application in three dimensional art from various cultures. Students will self reflect on their artworks and participate in positive critique while discussing aesthetics and analyzing exemplary and peer artworks. Careers in art will be discussed and students will participate in a community impact project.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

- How does the planning process transition into the execution of a successful finished artwork?
- How does the application of the Elements of Art and Principles of Design influence the effectiveness of a three-dimensional artwork?
- How do artists use visual thinking to solve creative problems throughout the artistic process?
- How can experimentation and risk-taking lead to stronger artistic outcomes?
- How do artists communicate ideas, emotions, and personal experiences through visual forms?
- How do artistic choices affect the meaning and interpretation of an artwork?
- How does art reflect the values, beliefs, and traditions of different cultures and time periods?
- How can studying historical and contemporary artists inspire original creative work?
- How do artists balance creativity with technical skill and craftsmanship?
- How can feedback, critique, and self-reflection improve an artist's work and creative process?
- What makes an artwork visually engaging, meaningful, or thought-provoking?
- How does considering multiple perspectives strengthen artistic interpretation and appreciation?
- How can artists use sculpture and ceramics to communicate ideas that impact their community?
- In what ways do artists adapt their ideas when materials, techniques, or unexpected challenges arise?
- How do the habits of successful artists—such as persistence, observation, reflection, and revision—contribute to creative growth?
- How can careers in the visual arts combine creativity, technical skill, and problem-solving to address real-world needs?

Assessments:

Summative/Performance Assessments

Projects/Major Assessments = 50%

Formative Assessments

Participation/Classwork = 30%

Homework/Critique/Quizzes = 20%

Examples:

- Project Self Reflection
- Peer and Small Group Reflections
- In-Process Critique
- Art Criticism Activities- Independent and Collaborative
- Project Rubric
- Modified Rubric
- Written Assignments
- Projects

Instructional Strategies & Unit Resources

Resources:

- [Google Arts & Culture](#) – Explore virtual museum collections, artists, art movements, and interactive exhibits from thousands of museums around the world. Great for artist research, cultural connections, and visual inspiration.
- [Smarthistory](#) – Free art history articles, videos, and essays covering artists, movements, architecture, sculpture, and world cultures.
- [The Metropolitan Museum of Art Collection](#) – Search over 490,000 works of art, including ceramics, sculpture, and decorative arts from cultures around the world.
- [The Museum of Modern Art \(MoMA\) Learning](#) – Learn about modern and contemporary artists, materials, design, and artistic processes through articles and videos.
- [Smithsonian Learning Lab](#) – Access curated collections, primary sources, and interactive lessons on art, culture, and history.
- [Sketchfab](#) – Explore thousands of interactive 3D models of sculptures, artifacts, architecture, and museum objects for close visual study.
- [Ceramic Arts Network](#) – Professional resource featuring ceramic techniques, artist demonstrations, studio tips, glazing information, and contemporary ceramic artists.
- The Spruce Crafts – Ceramics & Pottery – Tutorials and reference guides covering hand-building, glazing, firing, and ceramic techniques.

- [Tate Kids & Tate Art Terms](#) – Interactive activities, artist biographies, and an art glossary to reinforce visual arts vocabulary.
- [Canva](#) – Create mood boards, presentation boards, artist statements, digital portfolios, and project planning documents.
- [Khan Academy – Arts & Humanities](#) – Free lessons and videos on art history, architecture, design, and world cultures.
- [National Gallery of Art](#) – Browse high-resolution artwork, artist biographies, and educational resources to support research and critique.
- [Art21](#) – Watch documentaries and interviews featuring contemporary artists discussing their creative process, ideas, and studio practices.
- [O*NET OnLine – Careers in Art and Design](#) – Research careers in ceramics, sculpture, industrial design, museum studies, architecture, and other creative professions.

Activities:

- Art History & Critique
 - Analyze historical and contemporary ceramic and sculptural artworks. *(1-2 class periods per unit)*
 - Compare artworks from different cultures and time periods. *(1 class period)*
 - Participate in class discussions using art criticism strategies. *(Ongoing; approximately biweekly)*
 - Write visual analysis and compare/contrast responses. *(1-2 class periods)*
 - Participate in gallery walks and peer discussions. *(1 class period per project)*
- Creative Process / Idea Generation
 - Complete sketches and planning documents. *(1-2 class periods per project)*
 - Identify artistic influences and reference images.
 - Select appropriate materials and techniques.
 - Present proposals for teacher and peer feedback.
 - Revise plans before beginning production. *(1 class period)*
 - Experiment with materials through exploratory studies. *(2-3 class periods)*
 - Practice creative problem-solving challenges. *(1 class period monthly)*
- Elements of Art and Principles of Design
 - Create design studies emphasizing individual elements or principles. *(1-2 weeks)*
 - Analyze how artists use design principles in sculpture. *(1 class period)*
- Aesthetics
 - Debate what makes an artwork successful or meaningful. *(1 class period)*
 - Examine how aesthetics vary across cultures and time periods. *(1-2 class periods)*

- Concept versus Function
 - Design both functional and nonfunctional ceramic works. *(3–6 weeks)*
 - Compare sculptural objects with utilitarian ceramics. *(1 class period)*
 - Analyze how artists balance form, function, and meaning. *(1 class period)*
 - Create artist statements explaining conceptual intent. *(1 class period)*
- Reflection and Critique
 - Participate in individual, small-group, and whole-class critiques. *(1 class period per project)*
 - Complete self-assessment and reflection forms. *(Ongoing, weekly)*
 - Set personal artistic goals and evaluate progress. *(Beginning and end of each project)*
 - Provide constructive peer feedback using appropriate vocabulary. *(1 class period per project)*
- Documentation
 - Photograph artwork throughout the various stages of production. *(Ongoing; 10–15 minutes per milestone)*
 - Compile digital portfolios. *(1 class period each marking period)*
- Art Careers / Community Impact
 - Research careers in ceramics, sculpture, design, education, museums, and public art. *(1 week)*
 - Create artwork for school or community display. *(2–4 weeks)*
- Connections with History, Culture, and Self / Personal Meaning
 - Explore artistic traditions from diverse cultures. *(1–3 days)*
 - Develop projects that communicate personal identity or experiences. *(2–4 weeks)*
 - Research artists whose work addresses social or cultural issues and create art in response *(2–4 weeks)*
 - Incorporate symbolism and storytelling into original artwork. *(Throughout each major project)*
- Studio Practice (daily)
- Maintaining a Safe Work Environment (daily)

Learning Targets

- Art History & Critique
 - Students will:
 - Analyze and interpret historical and contemporary works of art.
 - Compare artistic styles, cultures, and time periods.
 - Use art vocabulary to discuss and evaluate artwork.
 - Evaluate their own artwork using established criteria.
 - Provide constructive feedback during critiques.
 - Apply critique and reflection to improve future work.

- Creative Process/Idea Generation -

Students will:

- Generate and develop original artistic ideas.
- Plan artwork using sketches, research, and visual references.
- Develop thoughtful project proposals and planning documents.
- Select appropriate materials and techniques for artistic goals.
- Revise ideas based on experimentation and feedback.

- Elements of Art and Principles of Design

Students will:

- Identify and apply the Elements of Art and Principles of Design.
- Make intentional design choices to strengthen artwork.
- Evaluate how design decisions impact visual communication.

- Aesthetics

Students will:

- Explain how meaning and value in art can vary among individuals and cultures.
- Support opinions about artwork using evidence and artistic vocabulary.
- Reflect on the purpose and impact of art.

- Concept versus Function

Students will:

- Distinguish between functional and conceptual artwork.
- Create artwork that demonstrates purposeful artistic intent.
- Explain how form and function influence design.

- Art Careers / Community Impact

Students will:

- Identify careers related to the visual arts.
- Explain how artists contribute to their communities.
- Apply artistic skills to real-world and community-based projects.

- Connections with History, Culture, and Self / Personal Meaning

Students will:

- Create artwork inspired by historical and cultural influences.
- Communicate personal ideas, experiences, and identity through art.

- Make meaningful connections between art, culture, and society.

STANDARDS for Learning Targets			
Creating	Performing/Presenting/Producing	Responding	Connecting
Students will plan, prepare, then create a body of work. Lessons will build upon one another to support the acquisition and development of skills. 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12acc.Cr1c: Critique plans, prototypes, constraint of resources, and production	Throughout the creative process, students will be assessing their progress and refining their work. Students will participate in independent and collaborative in-process critiques, giving them opportunities to reassess and move forward. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences. 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions. 1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes.	Students will assess their work, the work of peers, and exemplary works of art. They will apply criteria to formulate judgements on the effectiveness of works of art. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works. 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists. 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on	Students will synthesize and relate knowledge and personal experiences to create products 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. 1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. 1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. 1.2.12adv.Cn11a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and

processes considering purposeful and expressive artistic intention and personal aesthetic. 1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12acc.Cr2b: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic. 1.2.12adv.Cr2b: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.		personal, societal, historical, and cultural contexts. 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals	values.
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[Visual and Performing Arts NJSL 2020](#)

[Career Ready Practice Standards](#)

[Interdisciplinary Connections & 21st Century Themes & Skills](#)

Vocabulary	
Tier 2	Tier 3
analyze, evaluate, interpret, compare, contrast, critique, reflect, refine, revise, justify, collaborate, communicate, investigate, synthesize, composition, craftsmanship, process, aesthetics, concept, function, symbolism, perspective, innovation, originality, visual literacy, problem-solving, and presentation, application, design, create, experiment, collage, sketch, reflect, digital artwork, two-dimensional art, three-dimensional art, collaborate, medium, glaze, fire, bone dry, greenware, leather hard, bisque, glaze ware	Additive sculpture, subtractive sculpture, assemblage, relief, freestanding sculpture, installation art, armature, maquette, slab construction, coil construction, underglaze, overglaze, kiln, firing, oxidation, reduction, vitrification, texture, form, balance, proportion, emphasis, movement, unity, negative space, positive space, craftsmanship, artist statement, proposal, portfolio, functional art, conceptual art, mixed media, found objects, site-specific art, public art, and ceramic engineering.

Accommodations and Modifications for Curriculum Implementation
Black Horse Pike Accommodations and Modifications
General Education

- [Special Education](#)
- [504 Students](#)
- [ELL Students](#)
- [At Risk Students](#)
- [Gifted and Talented](#)

Class Specific Accommodations and Modifications

- Provide step-by-step visual directions with photographs or demonstration samples for each stage of the project.
- Offer teacher or past student created exemplars and partially completed models to reinforce expectations.
- Chunk long-term projects into smaller tasks with intermediate checkpoints and deadlines.
- Allow extended time for planning, construction, glazing, and written assignments.
- Provide adaptive tools (ergonomic carving tools, larger-handled tools, adaptive grips, turntables, non-slip mats) to accommodate physical needs.
- Provide preferential seating near demonstrations, instructional materials, or teacher support.
- Minimize sensory overload by providing gloves, aprons, noise-reducing headphones during independent work, or access to a quieter workspace.
- Incorporate frequent teacher check-ins and individualized feedback throughout the creative process.
- Pair students with supportive peers during demonstrations, critiques, or collaborative projects when beneficial.
- Utilize graphic organizers, planning sheets, sketch templates, and project proposal forms to support organization and executive functioning.
- Allow movement breaks or alternative work positions (standing, seated, or accessible workstations) as needed.

to [Standards for Learning](#)

Ceramics and Sculpture II & III

2026-2027

Unit 2 - Advanced Ceramic Hand Building and Surface Manipulation

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

Unit Summary:

In this unit, students advance their ceramic skills by combining multiple hand-building methods with sophisticated surface manipulation techniques to create original and technically sound works of art. Students refine their craftsmanship through the intentional use of tools, textures, molds, and functional attachments while adhering to proper studio safety procedures, maintenance routines, and artwork storage practices. Through consistent studio habits, reflection, and problem-solving, students develop the technical proficiency and professional practices expected of advanced ceramic artists.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

How can multiple hand-building techniques be combined to create stronger and more complex ceramic forms?
How do surface manipulation techniques enhance the visual appeal and meaning of a ceramic artwork?
How does craftsmanship influence the success, durability, and presentation of a finished ceramic piece?
How do artists determine which construction methods best support their artistic vision?
How do texture, pattern, and relief contribute to the overall design of a ceramic work?
Why is proper scoring, slipping, and joining essential to the structural integrity of ceramic artwork?
How can experimentation with tools, molds, and surface treatments lead to innovative artistic solutions?
How do functional and sculptural ceramics differ in design, construction, and purpose?
How do artists balance creativity, technical skill, and problem-solving throughout the ceramic process?
How can critique, reflection, and revision improve both craftsmanship and artistic expression?
How do professional studio habits contribute to artistic success and efficiency?
Why is proper studio safety essential when working with ceramic materials and equipment?
How do artists solve structural problems that arise during the building process?
What role does experimentation play in developing technical skill and artistic confidence?
How do drying, storage, and handling practices affect the success of a ceramic work?

Assessments:

Summative/Performance Assessments

Projects/Major Assessments = 50%

Formative Assessments

Participation/Classwork = 30%

Homework/Critique/Quizzes = 20%

Examples:

- Project Self Reflection

- Peer and Small Group Reflections
- In-Process Critique
- Art Criticism Activities- Independent and Collaborative
- Project Rubric
- Modified Rubric
- Written Assignments
- Projects

Instructional Strategies & Unit Resources

Resources:

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- [National Gallery of Art](#) – Browse high-resolution artwork, artist biographies, and educational resources to support research and critique.

- [Art21](#) – Watch documentaries and interviews featuring contemporary artists discussing their creative process, ideas, and studio practices.
- [O*NET OnLine – Careers in Art and Design](#) – Research careers in ceramics, sculpture, industrial design, museum studies, architecture, and other creative professions.

Activities:

- Construct a ceramic project combining slabs, coils, pinch forms, and/or wheel-thrown components. (3–4 weeks)
- Create texture and surface manipulation sample tiles using incising, piercing, stamps, molds, and modeling techniques. (1 week)
- Complete demonstrations and guided practice using ceramic tools, including pin tools, loop tools, ribs, slab rollers, and texture tools. (2–3 class periods)
- Design and attach functional components such as handles, feet, spouts, or lids using proper scoring and slipping techniques. (1–2 weeks)
- Evaluate and refine craftsmanship through teacher conferences, peer critiques, and self-assessments. (Ongoing throughout the unit)
- Demonstrate safe operation of studio tools and equipment during daily studio work. (Daily throughout the unit)
- Participate in opening and closing studio routines, including material distribution, workspace cleanup, and proper tool maintenance. (Daily throughout the unit)
- Properly label, wrap, transport, and store works in progress to ensure successful drying and firing. (Daily throughout the unit)
- Studio Practice (daily)
- Maintaining a Safe Work Environment (daily)

Learning Targets

- Combining Forms Using Slabs, Coils, Pinch, and Wheel
 - Students will:
 - Combine multiple ceramic construction methods to create complex three-dimensional forms.
 - Select appropriate building techniques based on the intended function, structure, and design of an artwork.
 - Modify and refine forms through problem-solving and experimentation.
 - Apply knowledge of clay properties to create structurally sound artwork.
- Incising, Piercing, Molds, Textures, Stamps, Modeling and Attachments-
Students will:
 - Apply a variety of surface manipulation techniques to enhance the visual impact of ceramic forms.
 - Create intentional textures and patterns that support the overall design and concept of a piece.
 - Use additive and subtractive methods to develop surface detail and visual interest.
 - Experiment with molds, stamps, carving, and modeling techniques to create unique surfaces.
 - Evaluate how surface choices influence the meaning, function, and aesthetics of ceramic artwork.
 - Construct secure attachments including handles, spouts, feet, and other functional elements.
 - Demonstrate proper techniques for joining clay pieces using scoring and slipping methods.
- Use of Tools (Pin Tools, Incising Tools, Slab Rollers)
 - Students will:
 - Safely and effectively use ceramic tools and equipment to achieve desired artistic outcomes.
 - Select appropriate tools and techniques based on the needs of a ceramic project.
 - Maintain tools and equipment to support a safe and productive studio environment.
- Craftsmanship
Students will:
 - Demonstrate attention to detail and precision throughout the ceramic process.
 - Create work that shows structural stability, refinement, and intentional design choices.
 - Identify areas for improvement and revise work to strengthen craftsmanship.
 - Apply professional studio standards to the creation and presentation of artwork.
 - Evaluate how craftsmanship impacts the quality and effectiveness of a finished piece.

- Safety Procedures & Studio Maintenance and Storage

Students will:

- Follow established safety procedures when working with clay, tools, equipment, and studio materials.
- Demonstrate responsibility for personal workspace organization and shared studio spaces.
- Properly clean, maintain, and store tools and materials.
- Apply safe practices when using ceramic equipment, including slab rollers and other studio tools.
- Properly label, protect, and store works in progress to ensure successful completion and firing.
- Contribute to a respectful, efficient, and collaborative studio environment.

STANDARDS for Learning Targets			
Creating	Performing/Presenting/Producing	Responding	Connecting
Students will plan, prepare, then create a body of work. Lessons will build upon one another to support the acquisition and development of skills. 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal	Throughout the creative process, students will be assessing their progress and refining their work. Students will participate in independent and collaborative in-process critiques, giving them opportunities to reassess and move forward. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.	Students will assess their work, the work of peers, and exemplary works of art. They will apply criteria to formulate judgements on the effectiveness of works of art. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 1.5.12acc.Re9a: Determine the relevance of criteria used by others	Students will synthesize and relate knowledge and personal experiences to create products 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. 1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. 1.2.12acc.Cn10b: Explain and demonstrate the use of media

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[Visual and Performing Arts NJSLs 2020](#)

[Career Ready Practice Standards](#)

[Interdisciplinary Connections & 21st Century Themes & Skills](#)

Vocabulary	
Tier 2	Tier 3

Analyze, construct, manipulate, refine, craftsmanship, precision, technique, structure, durability, evaluate, revise, collaborate, responsibility, maintenance, organization, efficiency, safety, and integrity.	Slab construction, coil construction, pinch construction, wheel throwing, score, slip, leather-hard, bone dry, greenware, bisque, glaze, slab roller, rib, pin tool, loop tool, needle tool, incising, piercing, modeling, mold, sprig mold, texture, stamp, relief, additive, subtractive, compression, attachment, handle, spout, foot ring, structural integrity, kiln, ware board, reclaim clay, wedging, studio safety, and studio maintenance.
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Accommodations and Modifications for Curriculum Implementation	
Black Horse Pike Accommodations and Modifications	
• General Education • Special Education • 504 Students • ELL Students • At Risk Students • Gifted and Talented	
Class Specific Accommodations and Modifications	
• Provide step-by-step visual directions with photographs or demonstration samples for each stage of the project. • Offer teacher or past student created exemplars and partially completed models to reinforce expectations. • Chunk long-term projects into smaller tasks with intermediate checkpoints and deadlines. • Allow extended time for planning, construction, glazing, and written assignments. • Provide adaptive tools (ergonomic carving tools, larger-handled tools, adaptive grips, turntables, non-slip mats) to accommodate physical needs. • Provide preferential seating near demonstrations, instructional materials, or teacher support. • Minimize sensory overload by providing gloves, aprons, noise-reducing headphones during independent work, or access to a quieter workspace. • Incorporate frequent teacher check-ins and individualized feedback throughout the creative process. • Pair students with supportive peers during demonstrations, critiques, or collaborative projects when beneficial. • Utilize graphic organizers, planning sheets, sketch templates, and project proposal forms to support organization and executive functioning. • Allow movement breaks or alternative work positions (standing, seated, or accessible workstations) as needed.	

to [Standards for Learning](#)

Unit 3 - Advanced Ceramic Hand Building and Surface Manipulation

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

Unit Summary:

In this unit, students explore advanced surface design techniques to enhance the visual impact and meaning of ceramic and sculptural works. Students will investigate glazing, painting, staining, and finishing methods while developing an understanding of color theory, layering, and surface preparation. Through experimentation, craftsmanship, and studio practice, students refine their ability to make intentional artistic choices while following safe and professional studio procedures.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

- How do surface treatments influence the meaning and visual impact of ceramic artwork?
- How do artists make intentional color and finishing choices to communicate ideas?
- How does experimentation with materials lead to creative discovery?
- Why is proper surface preparation essential to achieving successful results?
- How do artists balance technical skill, craftsmanship, and creative expression?
- How can glazing and finishing techniques transform the appearance of a ceramic form?
- How does color influence the viewer's emotional response to artwork?
- How do professional artists use layering, texture, and contrast to create visual interest?
- How do studio habits and safety practices contribute to artistic success?
- How can reflection and critique improve an artist's ability to make surface design decisions?

Assessments:

Summative/Performance Assessments

Projects/Major Assessments = 50%

Formative Assessments

Participation/Classwork = 30%

Homework/Critique/Quizzes = 20%

Examples:

- Project Self Reflection
- Peer and Small Group Reflections
- In-Process Critique
- Art Criticism Activities- Independent and Collaborative
- Project Rubric
- Modified Rubric
- Written Assignments
- Projects

Instructional Strategies & Unit Resources

Resources:

- [Google Arts & Culture](#) – Explore virtual museum collections, artists, art movements, and interactive exhibits from thousands of museums around the world. Great for artist research, cultural connections, and visual inspiration.
- [Smarthistory](#) – Free art history articles, videos, and essays covering artists, movements, architecture, sculpture, and world cultures.
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- [The Museum of Modern Art \(MoMA\) Learning](#) – Learn about modern and contemporary artists, materials, design, and artistic processes through articles and videos.
- [Smithsonian Learning Lab](#) – Access curated collections, primary sources, and interactive lessons on art, culture, and history.
- [Sketchfab](#) – Explore thousands of interactive 3D models of sculptures, artifacts, architecture, and museum objects for close visual study.

- [Ceramic Arts Network](#) – Professional resource featuring ceramic techniques, artist demonstrations, studio tips, glazing information, and contemporary ceramic artists.
- The Spruce Crafts – Ceramics & Pottery – Tutorials and reference guides covering hand-building, glazing, firing, and ceramic techniques.
- [Tate Kids & Tate Art Terms](#) – Interactive activities, artist biographies, and an art glossary to reinforce visual arts vocabulary.
- [Canva](#) – Create mood boards, presentation boards, artist statements, digital portfolios, and project planning documents.
- [Khan Academy – Arts & Humanities](#) – Free lessons and videos on art history, architecture, design, and world cultures.
- [National Gallery of Art](#) – Browse high-resolution artwork, artist biographies, and educational resources to support research and critique.
- [Art21](#) – Watch documentaries and interviews featuring contemporary artists discussing their creative process, ideas, and studio practices.
- [O*NET OnLine – Careers in Art and Design](#) – Research careers in ceramics, sculpture, industrial design, museum studies, architecture, and other creative professions.

Activities:

- Students create glaze test tiles exploring glaze application methods, layering, mixing, and firing results. Students document successful combinations and evaluate outcomes. *(1 week)*
- Students practice sgraffito, wax resist, masking, sponging, dripping, and splattering techniques on clay samples or practice surfaces. *(1 week)*
- Students review color theory concepts, including color relationships, mixing, contrast, and harmony through painting and surface design exercises. *(2–3 class periods)*
- Students experiment with acrylic and watercolor techniques, including blending, washes, layering, and brush control to develop surface design skills. *(1 week)*
- Students practice trimming, rinsing, cleaning, and preparing ceramic surfaces before applying finishes. *(2–3 class periods)*
- Students explore staining, polishing, and alternative finishing methods to enhance texture, form, and visual impact. *(2–3 class periods)*
- Students apply intentional glazing, painting, staining, or mixed-media techniques to create a finished ceramic or sculptural artwork. *(2 weeks)*

- Students participate in craftsmanship checkpoints using rubrics, teacher feedback, and peer critiques to improve attention to detail and quality of work. *(Ongoing throughout the unit)*
- Students research ceramic and sculptural artists to analyze how color, texture, and finishing techniques communicate ideas and artistic intent. *(1 week)*
- Students review and demonstrate proper safety procedures when handling glazes, paints, tools, kiln materials, and studio equipment. *(1 class period)*
- Students practice daily studio routines, including cleaning workspaces, maintaining tools, organizing materials, and properly storing artwork. *(Daily throughout the unit)*
- Students document their creative process through photographs, process notes, and written reflections explaining their artistic choices. *(1–2 class periods)*
- Students participate in a final critique by presenting completed artwork, discussing techniques used, and reflecting on growth throughout the unit. *(1 week)*

Learning Targets

- Glazing Techniques (Sgraffito, Sponging, Masking, Layering/Mixing, Wax Resist, Dripping, Splattering)
 - Students will:
 - Apply a variety of glazing techniques to enhance the surface and visual impact of ceramic artwork.
 - Demonstrate understanding of glaze application, layering, and mixing techniques.
 - Use sgraffito, wax resist, masking, sponging, dripping, and splattering techniques to create intentional designs.
 - Experiment with surface treatments to communicate ideas, mood, and artistic intent.
 - Evaluate how glaze choices affect the final appearance of ceramic work.
- Painting Techniques (Color Theory, Color Mixing, Acrylic, Watercolor, Blending, Layering) -
 - Students will:
 - Apply principles of color theory to create effective and intentional color choices.
 - Mix and manipulate colors to achieve desired visual effects.
 - Use acrylic and watercolor techniques to enhance two- and three-dimensional artwork.
 - Apply blending and layering techniques to create depth, contrast, and visual interest.
 - Analyze how color choices influence the meaning and emotional impact of artwork.
- Surface Preparation (Polishing, Rinsing, Trimming, Gluing)

- Students will:

- Prepare ceramic and sculptural surfaces before applying finishes.
- Demonstrate proper techniques for polishing, trimming, rinsing, and assembling artwork.
- Identify how surface preparation affects the quality and success of finishing techniques.
- Apply adhesives and finishing materials safely and effectively.
- Recognize the importance of preparation in achieving professional-quality results

- Craftsmanship

- Students will:

- Demonstrate attention to detail and precision throughout the ceramic process.
- Create work that shows structural stability, refinement, and intentional design choices.
- Identify areas for improvement and revise work to strengthen craftsmanship.
- Apply professional studio standards to the creation and presentation of artwork.
- Evaluate how craftsmanship impacts the quality and effectiveness of a finished piece.

- Studio Practices

- Students will:

- Demonstrate responsible studio habits while completing ceramic and sculptural work.
- Manage materials, tools, and time effectively during the finishing process.
- Follow classroom procedures for sharing resources and maintaining a productive workspace.
- Reflect on their creative process and make informed artistic decisions.

- Safety Procedures & Studio Maintenance and Storage

- Students will:

- Follow established safety procedures when working with clay, tools, equipment, and studio materials.
- Demonstrate responsibility for personal workspace organization and shared studio spaces.
- Properly clean, maintain, and store tools and materials.
- Apply safe practices when using ceramic equipment, including slab rollers and other studio tools.
- Properly label, protect, and store works in progress to ensure successful completion and firing.
- Contribute to a respectful, efficient, and collaborative studio environment.

STANDARDS for Learning Targets			
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[Visual and Performing Arts NJSLS 2020](#)

[Career Ready Practice Standards](#)

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Vocabulary	
Tier 2	Tier 3
Analyze, apply, evaluate, experiment, refine, revise, contrast, enhance, prepare, demonstrate, communicate, technique, process, craftsmanship, composition, balance, intention, expression, and presentation.	Glaze, underglaze, overglaze, sgraffito, wax resist, masking, layering, sponging, splattering, dripping, color theory, hue, tint, shade, tone, blending, acrylic, watercolor, stain, polish, surface preparation, trimming, bisque, kiln firing, oxidation, texture, finish, and patina.

Accommodations and Modifications for Curriculum Implementation
Black Horse Pike Accommodations and Modifications
• General Education • Special Education • 504 Students • ELL Students • At Risk Students

• Gifted and Talented
Class Specific Accommodations and Modifications
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to [Standards for Learning](#)

Ceramics and Sculpture II & III	2026-2027
Unit 4 - Sculptural Articulation	

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

Unit Summary:

In this unit, students will be introduced to the importance of sculptural articulation. They will explore the concept of creating fluidity and continuity in their sculptures, uniting all parts of the sculpture. An articulated form clearly reveals the precise nature of its parts and their relationships to each other and to the whole. Students will experiment the use of organic versus geometric forms and determine which would be appropriate to successfully express a specific idea, feeling or concept. The understanding of sculptural articulation will be applied in the creation of 3-dimensional sculptures experimenting with various materials with a focus on final presentation. Art History and Critique will be utilized with a focus on sculptural articulation and production.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

What is sculpture-in-the-round and relief sculpture?

How is physical and visual balance used to organize and express ideas and create sculptural articulation?

What is an armature and when is it appropriate to use in sculpture?

Why do artists use particular tools and materials to express their ideas?

How do artists create unity and continuity in a sculpture?

What makes a sculpture feel like a cohesive whole rather than separate parts?

How does sculptural articulation influence the way a viewer experiences a work of art?

How do relationships between individual forms strengthen the overall composition?

In what ways can positive and negative space contribute to sculptural articulation?

How do proportion, balance, rhythm, and repetition affect the success of a sculpture?

How does the choice of material influence the articulation of a sculpture?

How do artists solve structural and aesthetic challenges while constructing three-dimensional forms?

How can experimentation lead to stronger artistic solutions?

How does craftsmanship contribute to the effectiveness of a finished sculpture?

Assessments:

Summative/Performance Assessments

Projects/Major Assessments = 50%

Formative Assessments

Participation/Classwork = 30%

Homework/Critique/Quizzes = 20%

Examples:

- Project Self Reflection
- Peer and Small Group Reflections

- In-Process Critique
- Art Criticism Activities- Independent and Collaborative
- Project Rubric
- Modified Rubric
- Written Assignments
- Projects

Instructional Strategies & Unit Resources

Resources:

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- [Art21](#) – Watch documentaries and interviews featuring contemporary artists discussing their creative process, ideas, and studio practices.
- [O*NET OnLine – Careers in Art and Design](#) – Research careers in ceramics, sculpture, industrial design, museum studies, architecture, and other creative professions.

Activities:

- Students analyze examples of historical and contemporary sculptures to identify how artists use visual relationships between forms to create cohesive compositions. (1 week)
- Students complete sketchbook exercises exploring forms, experimenting with combining, overlapping, and transitioning between shapes and structures to create visual flow. (1 week)
- Students practice construction techniques that strengthen transitions, including blending, joining, carving, additive, and subtractive methods to create seamless connections. (1 week)
- Students experiment with balance, proportion, rhythm, repetition, positive space, and negative space through a series of sculptural pieces. (1 week)
- Students develop thumbnail sketches, concept drawings, and written artist statements to plan a sculpture that communicates a specific idea, emotion, or concept. (2–3 class periods)
- Students construct a finished sculptural artwork demonstrating intention, structural integrity, and unity while applying appropriate ceramic handbuilding or mixed-media techniques. (2–3 weeks)
- Students participate in conferences and peer critiques throughout the construction process to evaluate composition, craftsmanship, and sculptural choices. (Ongoing throughout the unit)
- Students refine and revise sculptures by strengthening structural connections and enhancing visual relationships based on critique and self-assessment. (1 week)
- Students investigate how sculptors use varied forms to communicate meaning by researching historical and contemporary artists and presenting their findings. (1 week)
- Students review and demonstrate proper safety procedures when using sculptural tools, equipment, adhesives, and ceramic studio materials. (1 class period)
- Students practice daily studio routines, including workspace organization, tool maintenance, material management, and proper storage of works in progress. (Daily throughout the unit)
- Students document their creative process through photographs, sketches, written reflections, and process journals explaining how artistic decisions evolved throughout the project. (1–2 class periods)

- Students participate in a final critique by presenting completed sculptures and reflecting on technical growth, artistic intent, and problem-solving throughout the unit. (1 week)

Learning Targets

- Sculptural Articulation
 - Students will:
 - Create unified and cohesive three-dimensional forms.
 - Create smooth connections and intentional relationships between individual components of a sculpture.
 - Apply the Principles of Design to enhance sculptural compositions.
 - Evaluate how the arrangement of forms influences the viewer's perception of the work.
- Geometric and Organic Forms
 - Students will:
 - Apply organic and geometric forms intentionally to communicate ideas, emotions, or concepts
 - Experiment with combining and contrasting forms for visual interest or expressive quality.
 - Use varied forms to impact the mood and meaning of a sculpture.
- Three Dimensional Design and Composition
 - Students will:
 - Apply the elements of art and principles of design to create sculptural compositions.
 - Demonstrate an understanding of scale, size, and proportion.
 - Utilize positive and negative space to enhance a sculptural composition.
 - Create sculptures that use rhythm and movement to control the viewer's eye.
 - Critique and revise compositional choices to strengthen the visual impact of a work.
- Creative Process
 - Students will:
 - Develop sketches and plans to communicate sculptural ideas.
 - Use experimentation and problem-solving to refine the creative process.
 - Make intentional artistic decisions that support a specific idea, concept, or theme in their work.
 - Revise designs based on reflection and feedback.

- Construction Quality and Structure

Students will:

- Demonstrate proper construction techniques for the chosen material to create structurally sound sculptures.
- Apply additive, subtractive, carving, joining, and reinforcing techniques.
- Identify structural weaknesses in design decisions and implement solutions to fix them.
- Demonstrate safe and effective use of sculptural tools and materials.

- Studio Habits

Students will:

- Demonstrate responsible studio habits while completing ceramic and sculptural work.
- Manage materials, tools, and time effectively during the finishing process.
- Follow classroom procedures for sharing resources and maintaining a productive workspace.
- Reflect on their creative process and make informed artistic decisions.

- Safety Procedures & Studio Maintenance and Storage

Students will:

- Follow established safety procedures when working with clay, tools, equipment, and studio materials.
- Demonstrate responsibility for personal workspace organization and shared studio spaces.
- Properly clean, maintain, and store tools and materials.
- Apply safe practices when using ceramic equipment, including slab rollers and other studio tools.
- Properly label, protect, and store works in progress to ensure successful completion and firing.
- Contribute to a respectful, efficient, and collaborative studio environment.\

STANDARDS for Learning Targets

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artwork. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12adv.Cr2b: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations. 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of	1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences. 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions. 1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.	empathetic responses to the natural world and constructed environments. 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works. 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists. 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts. 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and	1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. 1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. 1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. 1.2.12adv.Cn11a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
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multiple works of art and design based on a theme, idea or concept. 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12adv.Cr2b: 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. 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.		artistic goals	
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Visual and Performing Arts NJSLs 2020

Career Ready Practice Standards

Interdisciplinary Connections & 21st Century Themes & Skills

Vocabulary	
Tier 2	Tier 3
Analyze, Balance, Cohesive, Compare, Composition, Concept, Construct, Continuity, Contrast, Create, Critique, Demonstrate, Design, Experiment, Express, Form, Function, Integrate, Interpret, Investigate, Modify, Movement, Organize Perspective, Plan, Proportion, Refine, Reflect, Relationship, Revise, Rhythm, Scale, Structure, Synthesize, Transform, Transition, Unity, Visual Weight	Articulation, Integration, Interlocking Forms, Unified Composition, Additive, Subtractive, Assemblage, Mass, Volume, Contour, Silhouette, Positive Space, Negative Space, Spatial Relationships, Biomorphic,, Abstraction, Representation, Nonobjective, Proportion, Scale, Symmetry Asymmetry, Emphasis, Focal Point, Harmony, Unity Variety, Construction, Techniques, Armature, Structural Integrity, Join, Seam, Compression, Reinforcement, Modeling, Embossing, Burnishing

Accommodations and Modifications for Curriculum Implementation	
Black Horse Pike Accommodations and Modifications	
• General Education • Special Education • 504 Students • ELL Students • At Risk Students • Gifted and Talented	
Class Specific Accommodations and Modifications	
• Provide step-by-step visual directions with photographs or demonstration samples for each stage of the project. • Offer teacher or past student created exemplars and partially completed models to reinforce expectations. • Chunk long-term projects into smaller tasks with intermediate checkpoints and deadlines. • Allow extended time for planning, construction, glazing, and written assignments. • Provide adaptive tools (ergonomic carving tools, larger-handled tools, adaptive grips, turntables, non-slip mats) to accommodate physical needs. • Provide preferential seating near demonstrations, instructional materials, or teacher support. • Minimize sensory overload by providing gloves, aprons, noise-reducing headphones during independent work, or access to a quieter workspace. • Incorporate frequent teacher check-ins and individualized feedback throughout the creative process. • Pair students with supportive peers during demonstrations, critiques, or collaborative projects when beneficial. • Utilize graphic organizers, planning sheets, sketch templates, and project proposal forms to support organization and executive functioning. • Allow movement breaks or alternative work positions (standing, seated, or accessible workstations) as needed.	

to [Standards for Learning](#)

Ceramics and Sculpture II & III	2026-2027
Unit 5 - Advanced Wheel Throwing	

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

Unit Summary:

This unit is designed to provide the students an opportunity to expand on their previous experience with using the potter's wheel to create round ceramic shapes. They will refine and advance their skills by working with increased size and creating production pottery, sets of vessels that are the same size and/or shape. Students will explore combining and altering thrown pieces as well as incorporating hand built pieces to their wheel thrown vessel. Craftsmanship will be a main focus as students continue to refine their wheel throwing skills. A focus on studio maintenance, safety procedures, and proper care and storage of ceramics pieces will ensure students develop safe and efficient studio habits.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

Why do we study Ceramics and the potter's wheel?

How can we identify wheel thrown art?

How can students incorporate the potter's wheel and other hand building techniques?

How was art history influenced by the invention of the potter's wheel?

How does mastery of the potter's wheel expand an artist's creative possibilities?

How can altering, assembling, and combining wheel-thrown forms create more complex works of art?

How does craftsmanship affect the success and longevity of a wheel-thrown piece?

How do proportion, balance, and symmetry contribute to successful ceramic forms?

How can surface design enhance the visual impact of a wheel-thrown piece?

How do ceramic artists use wheel throwing to communicate ideas, emotions, or personal experiences?

How do the properties of clay influence decisions made while throwing on the wheel?

Assessments:

Summative/Performance Assessments

Projects/Major Assessments = 50%

Formative Assessments

Participation/Classwork = 30%

Homework/Critique/Quizzes = 20%

Examples:

- Project Self Reflection
- Peer and Small Group Reflections

- In-Process Critique
- Art Criticism Activities- Independent and Collaborative
- Project Rubric
- Modified Rubric
- Written Assignments
- Projects

Instructional Strategies & Unit Resources

Resources:

- [Google Arts & Culture](#) – Explore virtual museum collections, artists, art movements, and interactive exhibits from thousands of museums around the world. Great for artist research, cultural connections, and visual inspiration.
- [Smarthistory](#) – Free art history articles, videos, and essays covering artists, movements, architecture, sculpture, and world cultures.
- [The Metropolitan Museum of Art Collection](#) – Search over 490,000 works of art, including ceramics, sculpture, and decorative arts from cultures around the world.
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- [Smithsonian Learning Lab](#) – Access curated collections, primary sources, and interactive lessons on art, culture, and history.
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- [Ceramic Arts Network](#) – Professional resource featuring ceramic techniques, artist demonstrations, studio tips, glazing information, and contemporary ceramic artists.
- The Spruce Crafts – Ceramics & Pottery – Tutorials and reference guides covering hand-building, glazing, firing, and ceramic techniques.
- [Tate Kids & Tate Art Terms](#) – Interactive activities, artist biographies, and an art glossary to reinforce visual arts vocabulary.
- [Canva](#) – Create mood boards, presentation boards, artist statements, digital portfolios, and project planning documents.
- [Khan Academy – Arts & Humanities](#) – Free lessons and videos on art history, architecture, design, and world cultures.
- [National Gallery of Art](#) – Browse high-resolution artwork, artist biographies, and educational resources to support research and critique.

- [Art21](#) – Watch documentaries and interviews featuring contemporary artists discussing their creative process, ideas, and studio practices.
- [O*NET OnLine – Careers in Art and Design](#) – Research careers in ceramics, sculpture, industrial design, museum studies, architecture, and other creative professions.

Activities:

- Students review wheel safety, studio procedures, proper body positioning, and advanced wheel-throwing techniques through teacher demonstrations and guided practice. (1 class period)
- Students practice centering larger amounts of clay while refining consistency, control, and efficiency during the wheel-throwing process. (1 week)
- Students practice throwing a variety of functional forms, including cylinders, bowls, plates, and mugs, with an emphasis on proportion, wall thickness, and craftsmanship. (2 weeks)
- Students experiment with advanced wheel-throwing techniques, including closed forms, lidded vessels, altered forms, collaring, necking, and throwing off the hump. (2 weeks)
- Students explore methods of altering wheel-thrown forms through carving, faceting, darting, paddling, stretching, cutting, and reshaping to create unique sculptural and functional designs. (1 week)
- Students combine wheel-thrown and handbuilt components to construct complex ceramic forms that demonstrate creativity, craftsmanship, and structural integrity. (2 weeks)
- Students create sketches, templates, and planning documents to develop an original wheel-thrown project that demonstrates technical proficiency and artistic intent. (2–3 class periods)
- Students construct a finished wheel-thrown ceramic artwork that incorporates advanced throwing techniques, intentional design decisions, and surface development. (2–3 weeks)
- Students practice trimming, assembling, refining, and finishing wheel-thrown forms to improve balance, functionality, and craftsmanship. (Ongoing throughout construction)
- Students participate in conferences and peer critiques to evaluate form, function, craftsmanship, and artistic intent throughout the creative process. (Ongoing throughout the unit)
- Students research historical and contemporary ceramic artists who utilize advanced wheel-throwing techniques and analyze how technical choices communicate artistic ideas. (1 week)
- Students review and demonstrate proper safety procedures when operating the potter's wheel, trimming tools, bats, and other ceramic studio equipment. (1 class period)
- Students practice daily studio routines, including clay recycling, wheel maintenance, tool organization, workspace cleanup, and proper storage of works in progress. (Daily throughout the unit)

- Students document their creative process through sketches, photographs, process journals, and written reflections explaining technical challenges, revisions, and artistic decisions. (1-2 class periods)
- Students participate in a final critique by presenting completed wheel-thrown artwork, evaluating technical growth, craftsmanship, functionality, and artistic expression. (1 week)

Learning Targets

- Wheel Throwing Techniques
 - Students will:
 - Demonstrate advanced wheel-throwing techniques to create functional and sculptural ceramic forms.
 - Consistently center clay and maintain even wall thickness throughout the throwing process.
 - Apply proper hand and body position and wheel control to improve efficiency and craftsmanship.
 - Refine thrown forms through trimming, shaping, and finishing techniques.
 - Evaluate and improve technical skills through practice, reflection, and revision.
- Advanced Wheel Throwing Forms
 - Students will:
 - Create a variety of complex wheel-thrown forms, including closed forms, lidded vessels, plates, bowls, and altered forms.
 - Demonstrate an understanding of proportion, balance, symmetry, and scale when creating wheel-thrown work.
 - Modify traditional wheel-thrown forms to create original and expressive designs.
 - Combine multiple thrown components to construct complex ceramic works.
 - Analyze how form influences both function and artistic expression.
- Wheel Throwing and Handbuilding
 - Students will:
 - Incorporate handbuilding techniques with wheel-thrown forms.
 - Construct ceramic artworks that demonstrate structural integrity through successful joining techniques.
 - Select construction methods that best support artistic intent and functionality.
 - Demonstrate craftsmanship while integrating multiple ceramic construction techniques.
 - Evaluate how combining techniques enhances the visual impact and complexity of ceramic artwork.
- Creative Process
 - Students will:

- Develop sketches and plans to communicate sculptural ideas.
- Use experimentation and problem-solving to refine the creative process.
- Make intentional artistic decisions that support a specific idea, concept, or theme in their work.
- Revise designs based on reflection and feedback.

- Construction Quality and Structure

Students will:

- Demonstrate proper construction techniques to create structurally sound sculptures.
- Apply additive, subtractive, carving, joining, and reinforcing techniques.
- Identify structural weaknesses in design decisions and implement solutions to fix them.
- Demonstrate safe and effective use of sculptural tools and materials.

Studio Habits

Students will:

- Demonstrate responsible studio habits while completing ceramic and sculptural work.
- Manage materials, tools, and time effectively during the finishing process.
- Follow classroom procedures for sharing resources and maintaining a productive workspace.
- Reflect on their creative process and make informed artistic decisions.

- Safety Procedures & Studio Maintenance and Storage

Students will:

- Follow established safety procedures when working with clay, tools, equipment, and studio materials.
- Demonstrate responsibility for personal workspace organization and shared studio spaces.
- Properly clean, maintain, and store tools and materials.
- Apply safe practices when using ceramic equipment, including slab rollers and other studio tools.
- Properly label, protect, and store works in progress to ensure successful completion and firing.
- Contribute to a respectful, efficient, and collaborative studio environment.

STANDARDS for Learning Targets			
Creating	Performing/Presenting/Producing	Responding	Connecting
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[Visual and Performing Arts NJSLS 2020](#)

[Career Ready Practice Standards](#)

[Interdisciplinary Connections & 21st Century Themes & Skills](#)

Vocabulary	
Tier 2	Tier 3
Alter, Balance, Center, Composition, Construct, Contrast, Craftsmanship, Critique, Express, Function, Manipulate, Modify, Proportion, Scale, Stability, Structure, Symmetry, Technique, Transform, Unity, Visual Weight	Centering, Opening, Pulling, Compression, Coning, Throwing Off the Hump, Closed Form, Lidded Vessel, Foot Ring, Gallery, Trimming, Leather Hard, Altered Form, Faceting, Darting, Composite Form, Structural Integrity, Functional Ceramics, Vessel, Artistic Intent

Accommodations and Modifications for Curriculum Implementation
Black Horse Pike Accommodations and Modifications
• General Education • Special Education • 504 Students • ELL Students • At Risk Students • Gifted and Talented
Class Specific Accommodations and Modifications
• Provide step-by-step visual directions with photographs or demonstration samples for each stage of the project. • Offer teacher or past student created exemplars and partially completed models to reinforce expectations. • Chunk long-term projects into smaller tasks with intermediate checkpoints and deadlines. • Allow extended time for planning, construction, glazing, and written assignments. • Provide adaptive tools (ergonomic carving tools, larger-handled tools, adaptive grips, turntables, non-slip mats) to accommodate physical needs. • Provide preferential seating near demonstrations, instructional materials, or teacher support. • Minimize sensory overload by providing gloves, aprons, noise-reducing headphones during independent work, or access to a quieter workspace. • Incorporate frequent teacher check-ins and individualized feedback throughout the creative process. • Pair students with supportive peers during demonstrations, critiques, or collaborative projects when beneficial. • Utilize graphic organizers, planning sheets, sketch templates, and project proposal forms to support organization and executive functioning. • Allow movement breaks or alternative work positions (standing, seated, or accessible workstations) as needed.

to [Standards for Learning](#)

Ceramics and Sculpture II & III	2026-2027
Unit 6 - Artistic Independence	

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

Unit Summary:

This unit is designed to prepare students as independent artists in and out of the classroom. Students will follow studio maintenance practices, safety procedures, and proper care and storage of ceramics pieces that will ensure the development of safe and efficient studio habits. Students will address the development of an artistic identity and unique personal style through project proposals and professional artistic business practices. Students will maintain all studio equipment and will follow the safety standards of a studio space.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

What are the business habits of independent artists?

What are safe and efficient studio habits?

Why is it important for an artist to develop a unique style?

How do artists develop a unique personal style?

How does an artist's identity influence the work they create?

How do personal experiences, interests, and values inspire original artwork?

What makes an artwork distinctly your own?

How do artists generate, refine, and communicate original ideas?

How do artists balance creativity with technical skill?

How does experimentation contribute to artistic growth?

How can reflection and revision strengthen a work of art?

What does it mean to work as an independent artist?

How do artists make informed decisions throughout the creative process without relying on teacher direction?

How do artists set goals and manage long-term creative projects?

How do artists solve unexpected challenges during the creative process?

Assessments:

Summative/Performance Assessments

Projects/Major Assessments = 50%

Formative Assessments

Participation/Classwork = 30%

Homework/Critique/Quizzes = 20%

Examples:

- Project Self Reflection
- Peer and Small Group Reflections
- In-Process Critique
- Art Criticism Activities- Independent and Collaborative
- Project Rubric
- Modified Rubric
- Written Assignments
- Projects

Instructional Strategies & Unit Resources

Resources:

- [Google Arts & Culture](#) – Explore virtual museum collections, artists, art movements, and interactive exhibits from thousands of museums around the world. Great for artist research, cultural connections, and visual inspiration.
- [Smarthistory](#) – Free art history articles, videos, and essays covering artists, movements, architecture, sculpture, and world cultures.
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- [Smithsonian Learning Lab](#) – Access curated collections, primary sources, and interactive lessons on art, culture, and history.
- [Sketchfab](#) – Explore thousands of interactive 3D models of sculptures, artifacts, architecture, and museum objects for close visual study.
- [Ceramic Arts Network](#) – Professional resource featuring ceramic techniques, artist demonstrations, studio tips, glazing information, and contemporary ceramic artists.
- The Spruce Crafts – Ceramics & Pottery – Tutorials and reference guides covering hand-building, glazing, firing, and ceramic techniques.
- [Tate Kids & Tate Art Terms](#) – Interactive activities, artist biographies, and an art glossary to reinforce visual arts vocabulary.
- [Canva](#) – Create mood boards, presentation boards, artist statements, digital portfolios, and project planning documents.

- [Khan Academy – Arts & Humanities](#) – Free lessons and videos on art history, architecture, design, and world cultures.
- [National Gallery of Art](#) – Browse high-resolution artwork, artist biographies, and educational resources to support research and critique.
- [Art21](#) – Watch documentaries and interviews featuring contemporary artists discussing their creative process, ideas, and studio practices.
- [O*NET OnLine – Careers in Art and Design](#) – Research careers in ceramics, sculpture, industrial design, museum studies, architecture, and other creative professions.

Activities:

- Students review and demonstrate proper studio safety procedures, equipment maintenance, clay recycling, kiln room expectations, and professional studio organization to establish independent studio habits. (1 class period)
- Students analyze the work of historical and contemporary ceramic artists to identify how personal style, artistic voice, and creative decision-making develop over time. (1 week)
- Students complete self-assessments and reflective activities to identify personal strengths, technical skills, interests, and areas for future growth. (2–3 class periods)
- Students develop written project proposals that include artistic intent, concepts, preliminary sketches, material selection, construction methods, and timelines for an independent ceramic project. (1 week)
- Students participate in proposal conferences with the instructor to revise project plans, establish benchmarks, and receive approval prior to beginning production. (2 class periods)
- Students independently plan, construct, and refine an original ceramic artwork that demonstrates technical proficiency, creative problem-solving, and personal artistic style. (4–5 weeks)
- Students independently select and apply appropriate construction methods, surface treatments, glazing techniques, and finishing processes that best support their concept. (Ongoing throughout project development)
- Students maintain process journals, sketches, photographs, and written reflections documenting artistic decisions, revisions, technical challenges, and solutions throughout the creative process. (Ongoing throughout the unit)
- Students participate in periodic peer critiques and individual teacher conferences to evaluate progress, receive feedback, and revise artwork based on constructive criticism. (Ongoing throughout the unit)
- Students develop professional artist statements describing their inspiration, creative process, technical choices, and intended meaning of their completed artwork. (2–3 class periods)
- Students document completed artwork through high-quality photography and assemble a portfolio showcasing technical growth, craftsmanship, and artistic development throughout the course. (1 week)
- Students explore professional artistic practices, including portfolio development, exhibition preparation, pricing artwork,

commissions, college art programs, careers in ceramics, and maintaining a personal studio practice. (1 week)

- Students demonstrate independent responsibility by maintaining studio equipment, organizing materials, cleaning workspaces, and following all safety procedures without teacher prompting. (Daily throughout the unit)
- Students participate in a formal final critique and exhibition by presenting their independent artwork, artist statement, and creative process while reflecting on artistic growth, future goals, and the development of their personal artistic identity. (1 week)

Learning Targets

- Artistic Identity and Personal Style

- Students will:

- Develop a unique artistic voice through the creation of original ceramic artwork.
 - Make intentional decisions that communicate personal ideas, experiences, and concepts.
 - Demonstrate increasing independence in selecting techniques, materials, and processes that support artistic intent.
 - Analyze how personal experiences and artistic influences contribute to the development of an individual style.
 - Reflect on personal growth and identify areas for continued development.

- Independent Studio Practice

- Students will:

- Plan and manage independent ceramic projects from concept development through completion.
 - Demonstrate responsibility by independently organizing materials, maintaining equipment, and following studio procedures.
 - Apply effective time management and problem-solving strategies throughout the creative process.
 - Make informed decisions independently while adapting to challenges during project development.

- Project Planning and Decision Making

- Students will:

- Develop comprehensive project proposals that include intent, planning sketches, materials, construction methods, and timelines.
 - Evaluate multiple creative solutions before selecting an appropriate approach to a project.
 - Revise plans and artwork based on reflection, experimentation, and constructive feedback.
 - Justify artistic choices using content specific vocabulary.
 - Demonstrate flexibility by modifying plans when necessary to improve work..

- Professional Practices

Students will:

- Develop professional artist statements that communicate artistic intent, process, and meaning.
- Document artwork through photography, process journals, and portfolio development.
- Demonstrate professional presentation skills when exhibiting and discussing artwork.
- Apply appropriate methods for displaying, preserving, and presenting ceramic artwork.
- Explore career pathways, higher education opportunities, and professional practices within the visual arts.

- Studio Habits

Students will:

- Demonstrate responsible studio habits while completing ceramic and sculptural work.
- Manage materials, tools, and time effectively during the finishing process.
- Follow classroom procedures for sharing resources and maintaining a productive workspace.
- Reflect on their creative process and make informed artistic decisions.

- Safety Procedures & Studio Maintenance and Storage

Students will:

- Follow established safety procedures when working with clay, tools, equipment, and studio materials.
- Demonstrate responsibility for personal workspace organization and shared studio spaces.
- Properly clean, maintain, and store tools and materials.
- Apply safe practices when using ceramic equipment, including slab rollers and other studio tools.
- Properly label, protect, and store works in progress to ensure successful completion and firing.
- Contribute to a respectful, efficient, and collaborative studio environment.\

STANDARDS for Learning Targets

Creating	Performing/Presenting/Producing	Responding	Connecting
Students will plan, prepare, then create a body of work. Lessons will build upon one another to support the acquisition and development of skills.	Throughout the creative process, students will be assessing their progress and refining their work. Students will participate in independent and collaborative in-process critiques, giving them opportunities to reassess and	Students will assess their work, the work of peers, and exemplary works of art. They will apply criteria to formulate judgements on the effectiveness of works of art.	Students will synthesize and relate knowledge and personal experiences to create products
1.5.12acc.Cr1a: Individually and			1.5.12acc.Cn10a: Utilize inquiry methods of observation, research

collaboratively formulate new creative problems based on student's existing artwork. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12adv.Cr2b: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations. 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices,	move forward. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences. 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions. 1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.	1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works. 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists. 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts. 1.2.12prof.Re9a: Evaluate media art works and production processes at	and experimentation to explore other subjects through artmaking. 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. 1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. 1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence. 1.2.12adv.Cn11a: Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
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following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12adv.Cr2b: 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. 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.		decisive stages, using identified criteria and considering context and artistic goals	
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[Visual and Performing Arts NJSLs 2020](#)

[Career Ready Practice Standards](#)

[Interdisciplinary Connections & 21st Century Themes & Skills](#)

Vocabulary	
Tier 2	Tier 3
Analyze, Collaborate, Communicate, Conceptualize, Construct, Critique, Document, Evaluate, Exhibit, Experiment, Express, Generate, Implement, Innovate, Interpret, Justify, Organize, Originality, Portfolio, Process, Proposal, Reflect, Revise, Time Management, Work Ethic	Identity, Originality Body of Work, Theme, Series, Workflow, Proposal, Journal, Documentation, Reflection, Self-Assessment, Portfolio, Artist Statement, Exhibition, Installation, Presentation, Curation, Gallery, Sustainability

Accommodations and Modifications for Curriculum Implementation

Black Horse Pike Accommodations and Modifications

- [General Education](#)
- [Special Education](#)
- [504 Students](#)
- [ELL Students](#)
- [At Risk Students](#)
- [Gifted and Talented](#)

Class Specific Accommodations and Modifications

- Provide step-by-step visual directions with photographs or demonstration samples for each stage of the project.
- Offer teacher or past student created exemplars and partially completed models to reinforce expectations.
- Chunk long-term projects into smaller tasks with intermediate checkpoints and deadlines.
- Allow extended time for planning, construction, glazing, and written assignments.
- Provide adaptive tools (ergonomic carving tools, larger-handled tools, adaptive grips, turntables, non-slip mats) to accommodate physical needs.
- Provide preferential seating near demonstrations, instructional materials, or teacher support.
- Minimize sensory overload by providing gloves, aprons, noise-reducing headphones during independent work, or access to a quieter workspace.
- Incorporate frequent teacher check-ins and individualized feedback throughout the creative process.
- Pair students with supportive peers during demonstrations, critiques, or collaborative projects when beneficial.
- Utilize graphic organizers, planning sheets, sketch templates, and project proposal forms to support organization and executive functioning.
- Allow movement breaks or alternative work positions (standing, seated, or accessible workstations) as needed.

to [Standards for Learning](#)