Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey

Course Name: Ceramics and Sculpture 1

Born On: August, 2020
Previous Revision: August, 2023
Current Revision: August, 2026
Board Approval: 8/24/26

COURSE DESCRIPTION: CERAMICS AND SCULPTURE 1

Description of course:

This is a course in basic Sculpture. This course consists of two semesters in which instruction is given in basic sculpture techniques using various media with an emphasis on clay works. The course introduces valuable skills that provide opportunities for enjoyment, academic success and career opportunities. Sculpture is explored as a contemporary art form that offers many possibilities for creative self- expression.

NJ Statutes & Administrative Mandates

N.J.A.C. 6A:8-1.1: The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

N.J.A.C. 6A:8-3.1: Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

N.J.A.C. 6A:8-3.1(a)3: Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLS".
Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: N.J.S.A. 18A 35-4.43 Every board of education shall Include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of

America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion Law: (N.J.S.A.18A:35-4.36a) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

Assessment Evidence — Visual Arts

Benchmark

Mid-Project and Final Project assessments, evaluated using a standards-referenced rubric aligned to NJSLS-VPA (Visual and Performing Arts) Anchor Standards (Cr, Pr, Re, Cn — Creating, Presenting, Responding, Connecting). Benchmarks mark checkpoints of skill and concept development across a project's arc, not just its completion.

Formative

- All assignments collected and graded according to a project-specific rubric aligned to targeted VPA standards and technique/media objectives.
- Students actively participate in class discussions, using accurate art vocabulary and terminology to demonstrate conceptual understanding (elements of art, principles of design, medium-specific language).
- Mid-project critiques conducted as needed to reinforce understanding, redirect technique, and surface misconceptions before final submission.
- Full-class critiques held after project completion, using a structured critique protocol (e.g., describe/analyze/interpret/judge) to build shared

visual literacy and self/peer assessment skills.

Summative

Completed projects assessed against the rubric for technical proficiency, conceptual development, and standards mastery (craftsmanship, use of media, application of design principles, evidence of creative process).

Alternate

Approved alternate demonstrations of content or skill knowledge, available either as an accommodation/modification (per IEP/504) or as an instructional choice for any student, provided the alternate targets the same standard(s) and rigor as the standard assessment.

Approved Alternate Formats (by mode)

Mode	Example Product	NJSLS-VPA Alignment	Typical Use Case
Portfolio	Curated collection of work with artist statements showing growth, revision, and range across the marking period	Cr1, Cr2; Cn10, Cn11	Accommodation or choice
Project Presentation	Formal presentation of process and final piece (in-person, recorded, or slide-based) explaining artistic choices, technique, and intent	Pr4, Pr5, Pr6; SL.9-12.4 (ELA crosswalk)	Choice/UDL option
Critique of Own Work	Written, oral, or recorded self-critique using formal critique structure (describe/analyze/interpret/judge) applied to the student's own project	Re7, Re8, Re9	Both
Peer/Group Critique Participation	Structured verbal or written feedback on peers' work, assessed for use of terminology and depth of analysis rather than production of new art	Re7, Re8, Re9; SL.9-12.1	Accommodation or choice
Technology-Supported	Digital portfolio (e.g., slide deck, video walkthrough of process), screen-recorded technique demonstration	Cr3; 9.4.12.TL (CLKS crosswalk)	Both

Relief Sculpture and The States of Clay

Students will recognize relief sculpture as one of the main types of sculpture.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 6 weeks (Three 2-week projects, first semester) **Content Statement:** ● Relief Tile/Basic Score and slip to build areas of relief ● Copper repousse/ pushing through the surface of a thin copper sheet to build areas of relief. ● Representational Cardboard relief sculpture/building areas of relief using cardboard to create a recognizable figure or scene. **Essential Question:** What is bas relief sculpture, how does it differ from sculpture in the round? How do you use score/slip in clay to add volume, depth and dimension?	● Using score and slip as a method of construction for adding clay to the surface. ● Using copper tooling as a medium to produce areas of low, medium and high relief ● Using primitive materials such as cardboard to create recognizable subjects in relief sculpture ● Understanding of basic clay terminology ● Note taking, planning and writing in visual journal Greenware, Bisque, Slab, plastic, leather, Bone dry, Slip….	Students will be able to recognize and control the 3 states of clay (plastic, leather, bone dry) in order to maintain a structurally sound sculpture throughout construction. This skill is pertinent to the success of all clay projects going forward. Students will be able to use scoring and slipping to join two pieces of clay. Students will be able to recognize relief sculpture as a type of sculpture	1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.	Students will learn to build relief using various materials in sculpture by a specified construction deadline (F/A). Sculptures will be assessed on the students ability to create areas of relief appropriate to the materials being used (S/A). Sculptures will also be evaluated for use of elements and principles of design and ability to demonstrate understanding a particular technique within the medium (S/A).	● Clay and glazes ● Copper tooling sheets ● Soft cut linoleum ● linoleum carving tools ● Cardboard, ● Chipboard ● Tacky glue **ARTISTS** Ron Arneson Michael Lucero

Interdisciplinary Connections	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Computer Science	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.NT.2: Redesign an existing product to improve form or function.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual

	● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable	routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable		aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

Sculpture in the Round

Students learn to use various techniques in building Sculpture in the round

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials

Time: 8 weeks (Three or four 2-week projects, first semester) **Content Statement:** • Slab Construction/Food Sculpture • Additive and Subtractive sculpture/Ceramic Gargoyles • Carved Sculpture non clay/Sandstone block **Essential Question:** How do you choose the best method of construction for a particular sculpture in the round?	• Creating an effective template to use in conjunction with slab construction to create larger forms. • Starting with a block of clay or sandstone, subtraction is a method of revealing the rough core of a sculpted form before adding details. • Careful study of facial characteristics in the creation of gargoyles with exaggerated features and expression • Understanding of texture and the importance of aesthetic completeness from all sides of the sculpture	Students will be able to create a well thought out sculpture in the round that is structurally sound and interesting from all sides. Understanding of Basic sculpture Elements Shape, Color, Form, Value, Space, Texture Development of ideas and concepts in sketches and writing in visual journal entries.	1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. 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. 1.5.12acc.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. 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.	Students will create sculptures in the round with numerous check-in points during construction. A completed sculpture will be handed in by the final deadline (S/A). Sculptures will be assessed on the ability to use techniques in additive and subtractive sculpture, as well as using thoughtfully designed templates in the construction of their sculptures (F/S/A). Sculptures will also be evaluated for use of elements and principles of design and the students ability to finish the surface with an appropriate glaze or painted surface that compliments the form (F/S/A).	• Railroad board for template making • Clay and glazes • Acrylic paints • Various brushes • Sandstone • Carving tools **ARTISTS** who demonstrate social and political issues including their own struggles in the LGTBQ community: Nick Cave **Grayson Perry** **Ayumie Horie**

Interdisciplinary Connections	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

	NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Computer Science	8.2.12.NT.2: Redesign an existing product to improve form or function. 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback. 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids

	• Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		• Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms

UTILITARIAN AND FUNCTIONAL WARES IN CLAY Students learn to create aesthetically pleasing and functional objects out of clay.					
Content/Topic:	**Key learning items/concepts:**	**Observable Proficiencies / Skills:**	**NJSLS**	**Benchmark Performance and Assessments**	**Suggested Materials**

Time: 6-10 weeks **Content Statement:** • Mugs/Slab with Template • Bowls/Mold Construction/slumping • Plates and trays/Slab • Lanterns/Slab with perforation • Box with Lid **Essential Question:** How do you create functional works with both comfort and ease of use without sacrificing aesthetics?	• How to perforate the surface of clay with the intent of allowing light to escape. • How to use a mold when creating bowls • How to stand a simple cylinder from a slab of clay to construct a mug, lantern... • How to pull a handle for a mug or pitcher • How to construct a simple box using slab construction. • How to make a well-fitting lid • How ceramic art has developed historically and its global impact.	Students will be able to create Mugs, Bowls, Plates, Platters, Lanterns, and Lidded Vessels using slab, mold and template construction techniques. Students will be able to control the clay to create comfortable, functional, aesthetically pleasing objects. Students will be able to choose and apply appropriate glazes and finishes that are both visually pleasing and safe to eat and drink from when necessary. Students will complete written and drawn prompts in their visual journals for planning, research historical methods and note-taking.	1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas. 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	Students will finish each project by specified construction deadline and complete glaze requirements by final deadline (F/A). Functional pieces will be assessed on their comfort, usefulness and aesthetic value (S/A). Projects will also be evaluated for use of elements and principles of design (F/S/A).	• Railroad board for template making • Clay and glazes • Acrylic paints • Various brushes • Slump Molds **ARTISTS** Eliane Monnin Noriko Kuresumi Linda Lopez

Interdisciplinary Connections	6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Computer Science	8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.NT.2: Redesign an existing product to improve form or function. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments	• Provide opportunities for project based learning • Provide opportuniti	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content

	• Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	es for independent studies • Flexible Grouping • Jigsaw activities	• Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms

Glazing and Surface Decoration

Students learn of various types of surface decoration appropriate for sculpture and functional wares they create

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials

Time: All year **Content Statement:** All projects are finished with one of the following finishes • Underglaze • Majolica • Gloss Glaze • Subtractive glazing • Layered Glazes • Scrafitto • Acrylic painted finish • **Essential Question:** How do you choose the correct finish for your sculpture/ utilitarian works? Why choose underglaze over Gloss glaze?	• Understand the character of underglaze in maintaining detail and color mixing compatibility • Understand the principles in chemical makeup of glass glazes and the importance of waterproofing functional wares. • Be able to bring out the details in texture by using a subtractive method of glazing. • A brief introduction to layering gloss glazes to achieve creative new color effects. • Be able to create authentic metallic and stone like finishes using acrylic paints on sculpture	Students will be able to choose and create appropriate finishes for a multitude of projects from Functional wares which require aesthetically pleasing food safe and waterproof finishes. Students will use their visual journals to take note of glaze combinations and outcomes, historical and artist uses of glaze techniques and for planning out project decorations.	1.5.12prof.Cr2b:Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. 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. 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.	Students will complete glaze requirements by final deadline (F/A). Functional pieces will be assessed on their usefulness and aesthetic value (S/A). Projects will also be evaluated for use of elements and principles of design and the students ability to finish the surface with an appropriate glaze technique (F/S/A).	• Clay • Underglazes • Gloss Glazes • Sponges • Brushes • Acrylic Paints • Metallic paints ARTISTS Richard Notkin **Betty Woodman**

Interdisciplinary Connections	6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources). HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity. RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

	SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Computer Science	8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating

	assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable	● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable		● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

Independent Projects in Sculpture and Ceramics 1

Students practice learned concepts and techniques to apply to projects of their choice.

Content/Topic:	**Key learning items/concepts:**	**Observable Proficiencies / Skills:**	**NJSLS**	**Benchmark Performance and Assessments**	**Suggested Materials/Artists**

Time: 4-8 weeks **Students will choose from the following list of independent projects.** **The number of projects they complete will depend on the sophistication and timeline of each creation.** **Content Statement:** SCULPTURE • Oaxaca Animal sculpture • Miniatures • Human Bust • Reclining Figure • Animal/Stylized or realistic • Decorative Masks UTILITARIAN • Soap dish • Toothbrush holder • Spoon Rest • Serving bowl • Platter • Birdhouse • Planter • Wall sconce • Candle holder **Essential Question:** How do artists use the elements and principles of art and design to create an original artistic composition?	• Work independently using learned concepts and techniques to create projects of their choice.	Students will be able to develop a 3D work of art based on an original concept inspired by the provided list of Sculptures and Utilitarian projects.	1.5.12acc.Cr2a:Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on the 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. 1.5.12.acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.	Students will create sculpture or functional wares of their choice by applying learned concepts from previous projects (F/S/A). Students will be given in progress deadlines as well as a final deadline to hand in completed works (F/S/A). Completed projects will be assessed on Thoughtful planning, overall craftsmanship, Originality of idea and efficiency of time (F/S/A). Projects will also be evaluated for use of elements and principles of design and overall craftsmanship (F/S/A).	Clay and Glazes Any materials previously introduced that are necessary to complete the independent projects chosen by the students •

Interdisciplinary Connections	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems
Computer Science	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience. 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments	• Provide opportunities for project based learning • Provide opportunities for	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content

	• Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	independent studies • Flexible Grouping • Jigsaw activities	• Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms

Art Show and Displays

Students work to select, analyze, and present individual works of art for public display.

Content/Topic:	**Key learning items/concepts:**	**Observable Proficiencies / Skills:**	**NJSLS**	**Benchmark Performance and Assessments**	**Suggested Materials/Artists**

Time: 2-4 weeks **Content Statement:** ● Art portfolio creation ● Analysis ● Critique ● Preservation ● Presentation ● Exhibition Planning **Essential Question:** How do artists select work for preservation and presentation?	● Use class critiques, small groups and individual reflections to analyze and select work for display ● Use knowledge of museum display to organize art show ● Use methods of artistic preservation and presentation to archive and display work.	Students will be able to develop a portfolio for public presentation and display.	1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented. 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 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.	Students will submit a selection of works for display (S/A). Students will be assessed on their planning of personal artwork for display (F/A). Final work will be assessed on students' participation in the Art Show with professionally displayed work. (S/A).	● Matt board ● Archival tape ● Archival Glue ● T-pins ● Display Boards ● Pedestals ● Display Cases **Featured Museums:** **MoMA** **Whitney** **The MET** **Brooklyn Museum** **MoMA PS1** **Storm King Grounds For Sculpture** **Montclair Art Museum**

Interdisciplinary Connections	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Computer Science	8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. 8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
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	• Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	activities	• Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms