

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Ceramics 1

July 2023

BOE Approved September 2023

New Milford Board of Education

Pete Helmus, Chairperson

Wendy Faulenbach, Vice Chairperson

Leslie Sarich, Secretary

Tammy McInerney, Assistant Secretary

Eric Hansell

Sarah Herring

Brian McCauley

Tom O'Brien

Olga Rella

Superintendent of Schools

Dr. Janet Parlato

Assistant Superintendent

Ms. Holly Hollander

Authors of Course Guide

Jennifer Amodeo

BOE Approved September 2023

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Ceramics 1

9-12

A brief description of the course..

The goal of this curriculum is to integrate artistic literacy as the foundation for creating, presenting, responding, and connecting, as defined in the National and Connecticut Core Arts Standards: “Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

This Visual Art Ceramics 1 Curriculum will provide students with a comprehensive overview of the major Elements and Principles of Artistic Design, Studio Habits of Mind, The Creative Process, and with an emphasis on personal choice, self-assessment, and critical thinking as well as preparing clay, basic hand-building techniques, glazing techniques, art history, art exhibition participation and academic vocabulary. Excellent craftsmanship will be stressed and students will take part in an all district Art Department Show. This document provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect.

The curriculum is aligned with the concepts, knowledge, and skills, described in the National Core Arts Standards.

Instruction is led through a sequentially/vertically aligned standards based, concept driven, student centered learning activities, that include social emotional learning competencies so that students can discover their creativity and become proficient in applying the knowledge and skills in order to innovate and create aesthetic visual compositions. Students will apply academic language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens. Students will be assessed to demonstrate evidence of their learning and success.

This is a one semester course in which students will attend an 80 minute class period every other day based on the high school's A/B rotating schedule.

NATIONAL CORE ARTS STANDARDS



Creating

Conceiving and developing new artistic ideas and work.



Performing
Presenting
Producing

Presenting (visual arts): Interpreting and sharing artistic work.



Responding

Understanding and evaluating how the arts convey meaning.



Connecting

Relating artistic ideas and work with personal meaning and external context.

The **Vision of the Graduate** articulates the school district, community and the Art Department aspirations for each student by developing and communicating the skills, dispositions, and specific attitudes which identify desired outcomes for students who graduate from New Milford Public Schools.

VISION OF A GRADUATE

LIFE, LEARNING, AND CAREERS BEYOND

Communication

Recognizing audience.
Actively listens. Advocates
for themselves. Allowing
productive discourse

Critical Thinking

The ability to use
information in original and
creative ways to solve
problems

Problem Solving

The ability to define a problem,
evaluate options, and persevere
through to find a solution



Growth Mindset

The ability to set goals,
develop an action plan and
seeks opportunities for
personal growth

Personal Relationships & Social Awareness

The ability to demonstrate
an understanding,
acceptance, and respect of
others' differences

Self-management

The ability to set and pursue
personal and professional goals
through self-advocacy, time-
management, preparation, and
organization.

LEADING WITH

FOCUS | HEART | COMMUNICATION | CREATIVITY

Pacing/Implementation Guide

Include a list of the units and the approximate number of days/weeks it will take to teach the unit.

Unit Title	Days	Pages
1. Introduction	Ongoing	9-14
2. Creation	Ongoing	16- 23
3. Presentation	Ongoing	24-29
4. Mid-term/Final Exam	end of semester including Mid-term/Final Exam week	31-37

<p>ESTABLISHED GOALS</p> <p><u>NCAS Anchor Standard 1:</u> Generate and conceptualize artistic ideas and work.</p> <p><u>NCAS Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.</p> <p><u>SEL Competency-</u> 04 Self Awareness</p> <p>07 Self Management</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - HS Proficient VA:Cr1.1.1a- Use multiple approaches to begin creative endeavors. - HS Proficient VA:Cn10.1.1a- Document the process of developing ideas from early stages to fully elaborated ideas - 04 SEL Competency- Recognize the importance of self-confidence in handling daily tasks and challenges - 07 SEL Competency- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Creativity and innovative thinking are essential life skills that can be developed. - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. - The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> Further Information:</p> <ul style="list-style-type: none"> - What conditions, attitudes, and behaviors support creativity and innovative thinking? - How does engaging in creating art enrich people's lives? - How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art? - How does overcoming obstacles during the creative process impact the refinement and completion of an artistic work?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	Creativity, thinking, life skills, art-making, people, meaning, awareness, perceptions, knowledge, experiences, work, thoughts, feelings, influence, analysis, process, perseverance, strategies, obstacles, vision	Supporting, engaging, creating, responding, informing, overcoming, and impacting, handling, informing, refining and completing.

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
(A)Acquisition	-Student identifies The 8 Studio Habits of Mind.	-Demonstrating the role of a novice studio artist.
(A)Acquisition	-Student identifies the Creative Process.	
(A)Acquisition	-Student identifies the Elements of Design.	-Application of the creative process, Inspiration, Idea, Research, Production, Critique, Rework, Evaluation, Presentation, in concert with the 8 Studio Habits of Mind, Develop Craft, Engage and Persist, envision, express, observe, reflect, stretch and explore, and Understand the Art World.
(T) Transfer	-Artwork applies a synthesis of skill, technique, original thought, personal choice using correct technique.	- Application and incorporation of concepts of the Elements of Art.
(T) Transfer	-Artwork applies the appropriate use of Element(s) of Design, line, form, volume & mass.	- Investigative and experimental techniques through method and studio practice of design ideas.
(M) Meaning	-Artwork supports knowledge of various technique(s) and proper use of clay and tools.	- Identify one's strengths, and next steps for reinforcing areas of need.
(T) Transfer	-Student applies the steps in the clay process of recycling, forming, and firing clay.	- Demonstrating and applying line, form, volume & mass
(A)Acquisition	-Use technical vocabulary of ceramics.	- Effective use of clay tools such as Recycling bats, canvas mats, hand-building tools, and other studio machinery.
(A)Acquisition	-Operates ceramic studio machinery safely.	-Students and peers will evaluate each other regarding required criteria based on their trial and error.
(T) Transfer	-Demonstrates responsible behavior in a communal Ceramic Studio.	-Students will correctly apply clay techniques to appropriately produce their original artwork.
(T) Transfer	--Demonstrates use of appropriate safety techniques and care of materials.	-Evaluating progress and adjusting plans when there is little to no progress.
(T) Transfer	-Applies trial and error with clay.	-Assess lessons learned from experiences and mistakes.
		-Collaboration with reflection and revision of each other's artwork.
		-Log/journal of project progress through the initial concept, execution, and

(T) Transfer	-Students apply the creative process and how it involves their work of art.	final stages.
(M) Meaning	-Explaining personal choice, using art/ceramic vocabulary.	-Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.
(T) Transfer	-Reflecting and revising their artwork through the clay process.	Suggested activities: Introduction to, but not limited to going over contracts and have them signed, icebreakers to get to know one another, tour of the studio, intro to the clay process, intro to The Creative Process, intro to the 8 Studio Habits of Mind, read “The Pottery Place”, Hodden and Stoughton, London, Introduce 1987 Global Art Timeline, Ceramic Innovations, Maureen Mackey, Davis, Worcester, MA, 2002, Play “Pass the clay” https://www.teambuildingportal.com/games/pass-clay Create cut-off wire tools, pinch pots, Japanese tea bowls.
(T) Transfer	-Evaluating and describing their own and peers' work accurately, and effectively.	
(A)Acquisition	-Identify one’s strengths and next steps for reinforcing areas of need	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflection, artist statements, or “I can...” to discuss their original artwork.</p> <p>Assessments: Self or peer assessment rubrics must link to unit standards and objectives.</p>
--	--	---

stage 3

Code	Pre-Assessment	
(M)Meaning	<p>Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.</p> <p>Teacher will check students' prior knowledge of clay through formative assessment.</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	Progress Monitoring
(A)Acquisition	-Teacher introduces clay studio, tools, discusses contracts. WHETO	<ul style="list-style-type: none"> ● Students will get feedback from the teacher by formative assessment. ● Return and review homework. ● Evaluate vocabulary notes. ● Direct observation ● Specific feedback ● One-on-one instruction ● Comparison peer critique ● Students will collaboratively reflect on learning through their project based rubric and end goal. ● Presentation
(T)Transfer	-Teacher introducesThe 8 Studio Habits of Mind and The Creative Process. WHERE TO	
(T)Transfer	-Teacher and students analyze the use of Elements of Design and Clay techniques throughout history and cultures. WHETO	
(A)Acquisition	- Teacher demonstrates hand building techniques. WHEO	
(A)Acquisition	- Teacher demonstrates additive and subtractive building methods to create cohesive 3 dimensional artwork. WHEO	
(M)Meaning	-Students will synthesize their subject for a studio project according to project requirements. HERT	
(T)Transfer	- Students apply the appropriate method for joining clay together. ERT	
Meaning	- Students practice following directions in sequence for clay and creative processes, classroom procedure and clean-up. WEO	

	<ul style="list-style-type: none"> - students maintain and safely use tools and equipment. WEO - Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER -Students will self assess, and each other's work while in progress for further revision. TER <p><u>Essential Resources:</u></p> <p>Artroom with Smartboard, appropriate artist prints, white paper, pencils, erases, markers, colored pencils, clay, glazes, kilns, sinks, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers), Recycling bats, Kaolin, storage shelves, tables, bins, paint brushes.</p>	
--	--	--

<p>ESTABLISHED GOALS Include any national/state/or school goals (Power standards).</p> <p><u>NCAS Anchor Standard 1 :</u> Generate and conceptualize artistic ideas and work.</p> <p><u>NCAS Anchor Standard 8:</u> Interpret intent and meaning in artistic work.</p> <p><u>NCAS Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.</p> <p><u>SEL Competency:</u> 10 Social Awareness</p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <p>HS Proficient VA:Cr1.2.1a- Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>HS Proficient VA:Re9.1.1a- Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>HS Proficient VA:Cn10.1.1a-Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>SEL Competency 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ.</p>
	<p><i>Meaning</i></p>

	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> -Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. -People evaluate art based on various criteria. - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. -Openness and mutual respect for differing viewpoints impact one's perception, analysis or interpretation of artistic works. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> -How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? -How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? -How does engaging in creating art enrich people's lives? -How does understanding the need of mutual respect for differing viewpoints impact the way an artist or audience perceives, analyzes, interprets artistic works?
	Acquisition	
	<p><i>Students will know...</i></p> <p>Artists, designers, investigations, traditions, goals, art, criteria, meaning, perceptions, knowledge, experiences, ideas, openness, respect, viewpoints, analysis, interpretation, works.</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - knowing the contexts, histories, and traditions of art forms. -follow or break from established traditions -determining what resources and criteria are needed to formulate artistic investigations. -determine criteria to evaluate a work of art -engaging in creating art to enrich their lives. -understanding the need for mutual respect for differing viewpoints. -perceiving, analyzing, interpreting artistic works

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(M) Meaning	-Artwork that demonstrates a synthesis of skill, technique, original thought, personal choice using correct technique.	<p style="text-align: center;">PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> -Demonstrating the role of a developing artist. -Incorporating the creative process: Inspiration, Idea, Research, Production, Critique, Rework, Evaluation, Presentation. - Application and incorporation of concepts of the Elements of Art. - Investigative and experimental techniques through method and studio practice of design ideas. - Identify one's strengths, and next steps for reinforcing areas of need. - Demonstrating and applying line, form, volume & mass - Incorporate effective use of clay tools such as Recycling bats, canvas mats, hand-building tools, and other studio machinery. -Determine what culture(s) inspired their artwork. -Students and peers will evaluate each other regarding required criteria based on their trial and error. -Students will correctly apply clay techniques to appropriately produce their original artwork. -Assess lessons learned from experiences and mistakes. -Collaboration with reflection and revision of each other's artwork. -Logging/journaling project progress through the initial concept, execution, and final stages.
(T) Transfer	-Artwork demonstrates the appropriate use of Element(s) of Design, line, form, volume & mass.	
(M) Meaning	-Investigates options for personal subjects.	
(A) Acquisition	-Artwork supports knowledge of various technique(s) and proper use of clay and tools.	
(T) Transfer	-Student applies the steps in the process of recycling, forming, and firing clay.	
(A) Acquisition	-Use technical vocabulary of ceramics.	
(A) Acquisition	-Operates ceramic studio machinery safely.	
(T) Transfer	-Demonstrates responsible behavior in a communal Ceramic Studio.	
(A) Acquisition	--Demonstrates use of appropriate safety techniques and care of materials.	
(T) Transfer	-Demonstrate the capacity to maintain concentration on a task.	
(T) Transfer	-Relate subjects to various cultures.	
(T) Transfer	-Apply trial and error concept with clay.	

(T) Transfer	-Artwork is done neatly, and with focus.	<p>-Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.</p> <p>Suggested activities: Introduction to, but not limited to, the genres of Greek, Japanese, US Southwest Native American and Chinese histories of ceramic art. Incorporate current ceramic artists such as Hitomi Hosono, Tony Marsh, Hae Won Sohn, Zemer Peled, etc.</p> <p>https://theartling.com/en/artzine/contemporary-ceramic-artists/</p> <p>Create chops/stamps, slab bowls, mugs, “mugimals”, mugs with thrown lips, goblets, coil vessels, Effigy Vessel, Intro to wheel throwing. formative assessment, exit sips, thumbs up/down, etc.</p>
(T) transfer (T) Transfer	-Demonstrate the creative process and how it involves their work of art.	
(M) Meaning	-Apply personal choice, using art/ceramic vocabulary.	
(T) Transfer	-Reflecting and revising their artwork through the clay process and meaning.	
(A) Acquisition/ (T) Transfer	--Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, and reflect on, and respectfully disagree with other’s perspectives.	
(T) Transfer	-Evaluating and describing their own and peers' work accurately, and effectively.	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflections, artist statements, or “I Can...” to discuss their original artwork.</p> <p>Assessments: Self or peer assessment rubrics must link to unit standards and objectives.</p> <p>Participation in either, but not limited to, showcase display, HS Art Show, Sr. Art Show, District Wide Art Show, K-12 National Ceramic Exhibition.</p>
--	--	---

Code	Pre-Assessment	
Meaning	<p><u>Questions to help complete this portion:</u></p> <p>Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.</p> <p>Teacher will check students' prior knowledge of clay through formative assessment.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>(A)Acquisition -Teacher introduces processes of projects. WHETO</p> <p>(T) Transfer -Teacher and students analyze the use of Elements of Design and Clay techniques. WHETO</p> <p>(A)Acquisition - Teacher demonstrates hand building techniques. WHEO</p> <p>(A)Acquisition - Teacher demonstrates additive and subtractive building methods to create cohesive 3 dimensional artwork. WHEO</p> <p>(M) Meaning -Students will synthesize their subject for a studio project according to project requirements. HERT</p> <p>(T) Transfer - Students apply the appropriate method for joining clay together. ERT</p> <p>(T) Transfer - Students perform the appropriate sequence for clay and creative processes, classroom procedure and clean-up. WEO</p> <p>(A)Acquisition - Students maintain and safely use tools and equipment. WEO</p> <p>(T) Transfer - Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</p> <p>(T) Transfer -Students will self assess, and peers work while in progress</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Students will get feedback from the teacher by formative assessment. • Return and review homework. • Evaluate vocabulary notes. • Direct observation • Specific feedback • One-on-one instruction • Comparison peer critique • Students will collaboratively reflect on learning through their project based rubric and end goal. • Presentation

	<p>for further revision. TER</p> <p><u>Essential Resources:</u></p> <p>Artroom with Smartboard, appropriate artist prints, white paper, pencils, erases, markers, colored pencils, clay, glazes, underglazes, kilns, sinks, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers, handle forms, shape punches, sponge on a stick, hair dryer/heat gun), Recycling bats, Kaolin, storage shelves, tables, bins, paint brushes.</p>	
--	---	--

<p><u>NCAS Anchor Standard 3:</u> Refine and complete artistic work.</p> <p><u>NCAS Anchor Standard 4:</u> Select, analyze, and interpret artistic work for presentation.</p> <p><u>NCAS Anchor Standard 9:</u> Apply criteria to evaluate artistic work</p> <p><u>SEL Competency:</u> 13 Relationship Skills and Presenting</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	<p>HS Proficient VA:Cr3.1.Ia: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>HS Proficient VA:Pr4.1.Ia: Analyze, select, and curate artifacts and/or artworks for presentation and preservation</p> <p>HS Proficient VA:Re9.1.Ia: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>SEL Competency 13: Utilize positive communication and social skills to interact effectively with others.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating artworks for preservation and presentation. - People evaluate art based on various criteria. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> -What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? -How does one determine criteria to evaluate a work of art? How is a personal preference different from an evaluation?

	-Maintaining professional communication, sustaining healthy relationships, and fostering collaboration can greatly enhance the presentation of an artistic work.	-How can an artist's relationship with others impact the presentation of artistic works?
	Acquisition	
	<p><i>Students will know...</i></p> <p>Artists, designers, excellence, practice, critique, work, time, techniques, methods, venues, criteria, artworks, preservation, presentation, communication, relationships, collaboration.</p>	<p><i>Students will be skilled at...</i></p> <p>Revising, refining, developing, growing and becoming accomplished, caring for artworks, selecting, determining, impacting.</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(M) Meaning,	-Artwork that demonstrates a synthesis of skill, technique, personal choice using correct glazing technique.	<p style="text-align: center;">PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> -Accepting the role of a developing artist. -Incorporating the creative process: Inspiration, Idea, Research, Production, Critique, Rework, Evaluation, Presentation. - Application and incorporation of concepts of the Elements of Art. - Investigative and experimental techniques through method and studio practice of design ideas. - Identify one's strengths, and next steps for reinforcing areas of need. - Applying line, & color. - Incorporate effective use of glazing/underglazing tools such as paint brushes, sponges, wax resist, sgraffito tools. -Students and peers will evaluate each other regarding required project criteria. -Students will correctly apply glazing techniques to finish their piece. -Assess lessons learned from experiences and mistakes. -Collaboration with reflection and revision of each other's artwork. -Logging/journal of project progress through the initial concept, execution, and final stages. -Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.
(T) Transfer	-Artwork demonstrates the appropriate use of Element(s) of Design, line, and color.	
(M) Meaning	-Investigates options for personal subjects.	
(T) Transfer	-Apply the process of construction, drying, bisque firing, glaze application, and glaze firing.	
(A) Acquisition	-Artwork supports knowledge of various decorative glazing technique(s) and proper use of glaze and tools.	
(A) Acquisition	-Observe change of color of fired glaze when compared to glaze color in container.	
(A) Acquisition	- Note and duplicate the effect of two overlapping glazes.	
(A) Acquisition	- Recognize and use different techniques of glaze application	
(A) Acquisition	-Use technical vocabulary of glazing.	
(A) Acquisition	-Operates ceramic studio machinery safely.	
(T) Transfer	-Demonstrates responsible behavior in a communal Ceramic Studio.	
(T) Transfer	-Demonstrates use of appropriate safety techniques and care of materials.	
(T) Transfer	-Demonstrate the capacity to maintain concentration on a task.	

(T) Transfer	-Artwork is done neatly, and with focus.	<p>Suggested activities: Introduction to, but not limited to, glazing and underglazing, wax resist, sgraffito, engraving, incising, stamping. Evaluation, rubric, group critique, peer critique, participation in student art shows.</p>
(T) Transfer	-Demonstrate the creative process and how it involves their work of art.	
(M) Meaning	-Apply personal choice using art/ceramic vocabulary.	
(T) Transfer/(M) Meaning	-Reflecting on their artwork through the clay process and meaning.	
(T) Transfer	-Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives.	
(T) Transfer	-Understand and be able to demonstrate how to effectively communicate with others in a variety of situations.	
(T) Transfer	-Evaluating and describing their own and peers' work accurately, and effectively.	
(T) Transfer	-Select artwork for the student art show.	
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflections, logs/journals, artist statements, or "I Can..." to discuss their original artwork.</p> <p>Assessments: Self or peer assessment rubrics must link to unit standards and objectives.</p> <p>Participation in either, but not limited to, showcase display, HS Art Show, Sr. Art Show, District Wide Art Show, K-12 National Ceramic Exhibition.</p>

Code	Pre-Assessment	
(M) Meaning	<p>Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.</p> <p>Teacher will check students' prior knowledge of clay through formative assessment.</p>	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
(A) Acquisition	-Teacher shows students test tiles and leads discussion of how the color of glaze in a container is different than that of fired color. WHETO	<ul style="list-style-type: none"> • Students will get feedback from the teacher by formative assessment. • Evaluate vocabulary notes. • Formative assessments. • Direct observation. • Specific feedback. • One-on-one instruction. • Peer critique. • Students will reflect on learning through their project based rubric and end goal. • Presentation/Display
(A) Acquisition	-Teacher explains the result of flux in glaze in relation to how a piece is placed in the kiln (clean or bottom stilt). WHETO	
(A) Acquisition	-Teacher discusses the firing cycle and temperature. WHETO	
(A) Acquisition	-Teacher discusses the chemistry of glaze, including melting point and kiln atmosphere. WHETO	
(A) Acquisition	- Teacher introduces new glazing vocabulary and concepts. WHETO	
(A) Acquisition	-Teacher conferences with students to help choose the best glaze(s) and application method(s) for their selected piece. HERT	
(T) Transfer	- Students incorporate the use of Elements of Design in their glaze applications. WHETO	
(T) Transfer	- Students practice following directions in sequence for the	

(T) Transfer	creative processes, classroom procedure and clean-up. WEO	
(M) Meaning	<ul style="list-style-type: none"> - Students maintain and safely use tools and equipment. WEO - Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER -Students will self/peer assess work while in progress for further revision. TER 	
(T) Transfer	-Teacher coaches students in preparation for and set up display of selected piece(s). WHERE TO	
(M) Meaning	-Students will select and defend their piece(s) for a student art exhibit. WHERE TO	
(T) Transfer	-Students will evaluate their finished project. E	
	<u>Essential Resources:</u> Artroom with Smartboard, appropriate artist prints, white paper, pencils, erases, markers, colored pencils, glazes, underglazes, kilns, sinks, glazing tools (paint brushes, sponges, wax resist, scoring tools, rib tools, texture stamps/rollers, shape punches), whisks, hand held blender, storage shelves, tables, bins.	

<p><u>NCAS Anchor Standard 2:</u> Organize and develop artistic ideas and work</p> <p><u>NCAS Anchor Standard 8:</u> Interpret intent and meaning in artistic work.</p> <p><u>NCAS Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - HS Accomplished VA:Cr2.1.IIa-Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. - HS Proficient VA:Re8.1.Ia- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. - HS Proficient VA:Cn10.1.Ia- Document the process of developing ideas from early stages to fully elaborated ideas. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. - People gain insights into meanings of artworks by engaging in the process of art criticism. - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? - How does knowing and using visual art vocabularies help us understand and interpret works of art? - How does engaging in creating art enrich people's lives?

	Acquisition	
	<i>Students will know...</i> Artists and designers, forms, structures, materials, concepts, media, approaches, insights, meanings, artworks, criticism, awareness, perceptions, knowledge, and experiences.	<i>Students will be skilled at...</i> working, determining, using vocabularies, understanding, interpreting, engaging, enriching.

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(T) Transfer	Further information: -Student constructs initial proposal of final project.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
(A) Acquisition /(M) Meaning/ (T) Transfer	-Artwork that demonstrates a synthesis of skill, technique, original thought, personal choice using correct technique.	-Incorporating the creative process: Inspiration, Idea, Production, Critique, Rework, Evaluation. - Application and incorporation of concepts of the Elements of Art.
(T) Transfer	-Artwork demonstrates the appropriate use of Element(s) of Design, line, form, volume & mass.	- Investigative and experimental techniques through method and studio practice of design ideas.
(M) Meaning	-Artwork supports knowledge of various technique(s) and proper use of clay and tools.	- Identify one's strengths, and areas of weakness, for reinforcement.
(T) Transfer	-Student demonstrates the appropriate steps in the clay and creative processes.	- Incorporate effective use of the clay process from recycling, building, firing, and glazing.
(T) Transfer	-Use technical vocabulary of ceramics.	-Log/journal of project progress through the initial concept, execution, and final stages.
(A) Acquisition	-Operates ceramic studio machinery safely.	-Teacher will evaluate student work regarding required project criteria.
(A) Acquisition	-Demonstrates responsible behavior in a communal Ceramic Studio.	
(T) Transfer	-Demonstrates use of appropriate safety techniques and care of materials.	Suggested activities: Possible, but not limited to, the students proposing to create, any 3-D ceramic form combining pinch, slab, and coil method of hand-building, and/or throwing on the wheel. Log/journals may include a form of electronic visual and written portfolio such as Canva, Flip-grid, See-Saw, etc. Evaluation/rubric will be provided by the teacher. Participation in student art shows when appropriate.
(T) Transfer	-Demonstrates trial and error with clay.	
(T) Transfer	-Defend their creative process and how it involves their work of art.	
	-Analyze personal choice, using art/ceramic	

(M) Meaning	vocabulary.	
(M) Meaning	-Reflecting their artwork through the clay process.	
(T) Transfer	-Evaluating and describing their own work accurately, and effectively.	
(A) Acquisition	-Identify one's strengths and areas of improvement.	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflections, logs/journals, artist statements, or "I Can..." to discuss their original artwork.</p> <p>A rubric must link to unit standards and objectives.</p> <p>Participation in either, but not limited to, showcase display, HS Art Show, District Wide Art Show, K-12 National Ceramic Exhibition.</p>

Code	Pre-Assessment	
(M) Meaning	<p>-Teacher will consider students initial project proposal.</p> <p>- Teacher will check students' prior knowledge of clay through prior formative assessments.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	Progress Monitoring
(A)Acquisition	-Teacher and students discuss criteria requirements for the final project. WHETO	<ul style="list-style-type: none"> • Students will get feedback from the teacher by formative assessment upon initial proposal completion. • Direct observation. • Specific feedback. • One-on-one instruction. • Peer critique. • Teacher will evaluate final projects through project based rubric and student end goal. • Presentation/Display when appropriate during Midterms/Final Exams.
(M) Meaning	- Students incorporate the use of Elements of Design, Creative Process, and Clay process in their final projects. WHETO	
(M) Meaning	-Students will construct an initial proposal of their final project. WHETO	
(T) Transfer	-Teacher conferences with students on final projects throughout the entire process. WHETO	
(T) Transfer	-Students create their final project. WHERE TO	
(T) Transfer	-Students keep a log/journal of the entire clay and creative processes. WHETO	
(T) Transfer	- Students maintain and safely use tools and equipment. WEO	
(T) Transfer	-Students will self assess work while in progress for further	

<p>(M) Meaning</p>	<p>revision. TER</p> <p>-Teacher will evaluate the completed project. E</p> <p><u>Essential Resources:</u></p> <p>Artroom with Smartboard, Technology devices such as chromebooks, ipads, etc. with access to Canva, See-Saw, Flip-Grid, etc. appropriate artist prints, white paper, pencils, erases, markers, colored pencils, clay, glazes, underglazes, kilns, sinks, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers, handle forms, shape punches, sponge on a stick, hair dryer/heat gun, paint brushes, sponges, wax resist), whisks, hand held blender, recycling bats, Kaolin, storage shelves, tables, bins.</p>	
--------------------	--	--

