

Ceramics + Sculpture. 1 The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1A, B, C, D, F, H, 9.2 A, C, D, J, K, L, 9.3 B</p> <p>Objectives: 1.Utilize a variety of materials to create 3-D form.</p> <p>2.Differentiate between functional and decorative form.</p> <p>3.Create sketches for a three-dimensional structure.</p> <p>4.Practice hand-building and wheel-throwing techniques in ceramics.</p> <p>5.Identify stages in the ceramic process.</p> <p>6.Apply additive and subtractive in creating sculpture.</p>	<p>1.Create sketches of clay vessels and note features of form or design that relate to its function.</p> <p>2.Demonstrate their understanding of hand-building techniques to create a 3-D clay vessel.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Different materials can be used to create 3-D form • Form may be functional or decorative • Planning and sketching may part of the creative process in creating 3-D structure • Some skills take time to practice and refine • Clay is malleable, plastic, and may have different properties (ie. color, drying time) • Stages of creating a ceramic piece <ul style="list-style-type: none"> ◦ Wedging ◦ Forming ◦ Drying ◦ Leather-hard ◦ Greenware/Bone Dry ◦ Bisque Firing ◦ Glazing ◦ Glaze Firing <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Clay- handbuilding techniques <ul style="list-style-type: none"> ◦ pinch ◦ slab ◦ coil ◦ casting • Clay- wheel throwing process • Manipulate wire • Create an assemblage (ie. Found/Recycled materials- wood, metal, cardboard, paper) • Use subtractive and additive methods 	<ul style="list-style-type: none"> • Hand-building <ul style="list-style-type: none"> • slab • coil • cast • Wheel throwing • Kiln • Ceramic Process <ul style="list-style-type: none"> • Wedging • Forming • Drying • Leather-hard • Greenware/Bone Dry • Bisque Firing • Glazing • Glaze Firing • Assemblage • Additive • Subtractive 	<p>Learning Task: Students will compare and contrast ceramic vessels from different cultures (ex. Egyptian canopic jars, Greek vases, Native American pottery). Students will choose an example and make connections between the function and design of the piece. Students will develop sketches in their sketchbook and select one create a hand-built piece that reflects a historical style. Students will select hand-building techniques to fit the function of the piece, such as slab or coil.</p> <p>Essential Question: How do the elements and principles of art apply to three-dimensional form?</p> <p>How can reflecting on past work, influence future work?</p>

Materials and Resources

Da Vinci notebook; traditional and nontraditional tools and materials (clay, kiln, wire, cardboard, found object)

Teacher computer, internet access, projector

Ceramics + Sculpture. 2 Artists use tools and resources, as well as their own experiences and skills, to create art.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1 C, G, H, J, K</p> <p>Objectives:</p> <p>1. Use tools to manipulate clay when developing a hand-built piece.</p> <p>2. Use a pottery wheel to create a wheel-thrown ceramic piece.</p> <p>3. Incorporate different sources of inspiration, including personal experiences to create sculpture.</p>	<p>1. Practice centering clay to create a wheel-thrown piece of pottery.</p> <p>2. Add embellishment to reflect personal inspiration.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> Artists draw inspiration from a variety of sources including their own experiences. Artists use specific tools to create ceramics and sculpture. <p>Competencies (Do):</p> <ul style="list-style-type: none"> Manipulate clay including wedging, rolling, coiling. Score and slip clay to combine pieces. Center clay on a pottery wheel. Throw the clay to create a cylinder. Open the clay to form a vessel. Identify resources for sources of inspiration. 	<ul style="list-style-type: none"> Wedge Coil Score Slip Centering Clay 	<p>Learning Task: Students will practice wheel-throwing skills to create a centered bowl. Students will write a reflection comparing the result and process to their hand-built clay vessel (Big idea 1).</p> <p>Essential Question: How do the tools and materials for a three-dimensional work of art influence its production.</p> <p>How are artists' experiences reflected a work of three-dimensional art?</p>

Materials and Resources

Working pottery wheels with bench, clay, trimming tools

Ceramics + Sculpture. 3 The arts provide a medium to understand and exchange ideas.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1E, F, 9.3 B, 9.4D</p> <p>1. Analyze a piece of sculpture to speculate the artist's intent.</p> <p>2. Compare and contrast different work of arts related to the same idea.</p> <p>3. Make artistic choices relevant to form and function.</p>	<p>1. Demonstrate their understanding of relief sculpture by creating a non-objective piece related to the work of Frank Stella.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> Skills, techniques, elements and principles of art can be learned, studied, refined and practiced. Artists and designers use the elements and principles of design in strategic ways to convey meaning. Artists refine skills and techniques to carry out their intention in their artworks. <p>Competencies (Do):</p> <ul style="list-style-type: none"> Refine skills relative to specific techniques in ceramics and sculpture. Create a work of three-dimensional art that conveys meaning. 	<ul style="list-style-type: none"> Intention Convey meaning 	<p>Learning Task:</p> <p>Students will look at the work of Frank Stella and speculate what the artist is trying to convey. (Ex. "Shark Attack")</p> <p>Students will create non-objective sketches using 3 or less colors that reflect an emotion or theme. Students will select one of their sketches to translate into a relief sculpture by creating cardboard shapes. Students select media and colors to add texture and design fitting with the emotion or theme.</p> <p>Essential Question:</p> <p>How do artistic choices influence the meaning of an artwork?</p>

Materials and Resources

Ceramics + Sculpture. 4 Humans have expressed experiences and ideas through the arts throughout time and across cultures.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
Standards: 9.2A, B, C, D, E, J, K, L, 9.4D Objectives: 1. Analyze how time and place influence a work of art.	1. When presented with two works of art, students will demonstrate similarities and differences using a Venn diagram.	Concepts (Know): <ul style="list-style-type: none"> Humans express experiences. Humans use the arts to express their ideas. All humans throughout time and across cultures have created art. Competencies (Do): <ul style="list-style-type: none"> Compare and contrast examples of three-dimensional forms from different time periods and/or cultures Analyze how time and place influence a work of art. 	<ul style="list-style-type: none"> Human Experience Influence 	Learning Task: When presented with two pieces sculpture or pottery, students will demonstrate similarities and differences using a Venn diagram. (Examples from Big Idea 1?) Essential Question: How is three-dimensional art an expression of the human experience through time?

Materials and Resources

Form v. Function (Ancient Greece, Native American)

Ceramics + Sculpture. 5 There are formal and informal processes used to assess the quality of works in the arts.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3 A, C, D, E</p> <p>Objectives:</p> <ol style="list-style-type: none"> Practice formal, intuitive and contextual criticism. Use appropriate vocabulary when critiquing works of art. Compare and contrast various works of art using formal, intuitive, and contextual criticism. Form judgments about the quality of various works of art and support your rationale. 	<ol style="list-style-type: none"> When presented with the opportunity to select a type of formal criticism, students will apply their understanding of that form. Students will form an opinion about the quality of a work of art and state a rationale. 	<p>Concepts (Know):</p> <ul style="list-style-type: none"> People use specific vocabulary that references the elements and principles of art when articulating their thoughts and defending their position. People can engage in formal criticism. People can engage in intuitive criticism. People can engage in contextual criticism. <p>Competencies (Do):</p> <ul style="list-style-type: none"> Use formal, intuitive and contextual criticism to compare and contrast various works of art to judge quality. Use appropriate language when critiquing a piece of three-dimensional art. Form judgments about the quality of various three-dimensional works of art and support your rationale. 	<ul style="list-style-type: none"> Formal criticism Intuitive criticism Contextual criticism Articulate Rationale Judgement Critical analysis 	<p>Learning Task:</p> <p>When presented with two pieces of sculpture or pottery, students will demonstrate similarities and differences using a Venn diagram. (Functional vs. decorative OR Realistic vs. abstract)</p> <p>Students will select from among formal, intuitive, and contextual criticism and conduct their own critique using that form of criticism.</p> <p>Essential Question:</p> <p>How does quality vary across different examples of sculpture?</p> <p>How does a vocabulary of critical analysis inform judgement about quality?</p>

Materials and Resources

Steps of Critical process

Ceramics + Sculpture. 6 People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3A, B, D, F, 9.4B, D</p> <p>Objectives: 1. Use visual clues to speculate the artist's intent.</p> <p>2. Conduct research to verify speculations regarding the artist's intent.</p> <p>3. Use appropriate language when critiquing a work of art.</p>	<p>1. When provided with a work of three-dimensional art, students will identify visual clues, speculate the meaning and verify their opinion through research.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Critical analysis includes assessing quality, interpreting meaning and determining value. • Artistic choices often provide a window into discovering the meaning of a work of art. • People use specific vocabulary that references the elements and principles of art when engaged in critical analysis. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Use visual clues to speculate the artist's intended purpose or meaning for a piece of sculpture. • Use appropriate language when critiquing a work of art. • Form judgments about the quality and value of various works of three-dimensional art and support your rationale. 	<ul style="list-style-type: none"> • Intent • Visual clues • Speculate • Critical analysis • Critique 	<p>Learning Task: Students will analyze a three-dimensional work of art and speculate regarding its meaning. Students will reference visual clues that influenced their speculation. They may conduct research to determine whether their speculation is accurate.</p> <p>Essential Question: What role does critical analysis play in assessing quality, interpreting meaning and determining value?</p>

Materials and Resources

Technology resources (research)

Course Description

Tuesday, December 8, 2015 8:58 AM

Title: Ceramics & Sculpture

Think outside the picture frame! Not all artwork is confined to a flat surface. Explore the three-dimensional world and sculpture and clay. Ceramics can be functional or decorative. Clay can be used to create objects essential to daily life or mirror objects of beauty. Clay can be manipulated by hand or using potter's wheels. Three-dimensional artists use traditional and non-traditional materials to create both minute and monumental sculptures. This course will emphasize conceptual reasoning and consideration of material choice, craftsmanship, form, space, sight, presentation and context.

1 Semester / Prerequisite: Creativity and Innovation (or Visual Art 1)