

Englewood Public School District

Visual Art

HS Ceramics II Foundations

Unit 4: Summative Personal Expression

Overview: In this unit, students will demonstrate proficiency in previously-learned skills as they are applied to individual pieces. Students will use story boards to create a series of related ceramics pieces.

Time Frame: One Marking Period

Enduring Understandings:

Artists have expressed experiences and ideas through the arts throughout time and across cultures.
Artists express and develop individual identities and make worldly connections.

Essential Questions:

In what ways has clay been used as an art form?
In what ways has my utilization of clay as an artform assisted me in self-expression?
In what ways will I continue to develop my knowledge of clay?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual	<p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> Drawing Cultural Reflections Story Boarding using any method(s) taught throughout the units 1-3 <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> Students will draw. Students will select a method(s) of their choosing to create 3, 	<ul style="list-style-type: none"> Students will complete sketch book exercises (CRP6) https://design.tutsplus.com/articles/i-want-to-draw-simple-exercises-for-complete-beginners--vector-20583 Students will create pencil sketches. (CRP2, CRP6, 9.3.12.AR-VIS.3) http://emptyeasel.com/2009/10/20/7-advanced-drawing-tips-for-creating-photo-realistic-drawings-in-pencil- 	<p>Video: “Advanced Techniques in Pottery: The Pulling Technique” https://www.youtube.com/watch?v=RGbVQS4K8Hg</p> <p>Companion Text: “Cultural Reflections in Art” https://new.artsmia.org/programs/art-adventure/cultural-reflections-in-art/</p>	<p>Formative Assessments: Student will be evaluated on the quality of their sketch book entries.</p> <p>Students will be evaluated on the quality of their pencil sketches.</p> <p>Summative Assessment: Students will be evaluated on the quality of their cultural reflection series pieces.</p>

<p>art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional</p>	<p>related pieces based on an historical movement, a time in history or a cultural reflection. whether personal, universal, historical or literary. (i.e., coil method, pinch method, slab method, hand modeling, sculpting)</p> <ul style="list-style-type: none"> Students will tell a narrative through the construction of a physical story board 	<p>and-graphite/ https://www.incredibleart.org/lessons/middle/sketchbook-ideas.html</p> <ul style="list-style-type: none"> Students will research a topic for their “Cultural Reflections” series (personal, universal, historical or literary) and write a brief research summary (CRP4, CRP7, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.3, NJSLA.W2, NJSLA.W4, NJSLA.W9) Students will create a physical storyboard. (CRP2, CRP6, 9.3.12.AR-VIS.3) https://www.wikihow.com/Create-a-Storyboard Students will create a “Cultural Reflections” series utilizing all skills gleaned from units 1-3 (handling, method, wheel, surface decoration, fire, glaze, etc.) (CRP2, CRP6, 9.3.12.AR-VIS.3) Students will create an online portfolio of the unit’s work. (CRP2, CRP6, 9.3.12.AR-VIS.3, 8.1.12.A.1) 		<p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Students will complete a self-assessment on one of their pieces using a rubric.</p> <p>Students will share their portfolios with the class.</p> <p>Students will present one piece of artwork to the class via a formal oral presentation.</p>
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artworks, and emulate those styles by creating an original body of work.				
<p>Accommodations and Modifications: <i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p> <p><i>Students at risk of school failure:</i> Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.</p> <p><i>Gifted and Talented Students:</i> Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.</p>				
English Language Learners <ul style="list-style-type: none"> • Shorten assignments to focus on mastery of key concepts. • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Give directions/instructions verbally and in simple written format. • Provide audiotapes of textbooks and have the student follow the text 	Special Education <ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. • Work with a partner • Give directions/instructions verbally and in simple 	At-Risk <ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung 	Gifted and Talented <ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction 	

while listening <ul style="list-style-type: none"> • Allow students to use a dual language dictionary 	written format. <ul style="list-style-type: none"> • Provide extra time to complete assignments. • Adjust the pace of lessons 	up for the student to see during the time of the lesson. <ul style="list-style-type: none"> • Review behavior expectations and adjust for personal space or other behaviors as needed. • Oral prompts can be given. 	
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Integration of 21st Century Standards NJSL 9:

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Interdisciplinary Connections:

English/Language Arts

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of Technology Standards NJSL 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

Key Vocabulary:

Drawing

Sketching

Drawing

Sketching

Slab Method

Coil Method

Pinch Method

Clay Modeling

Glazes

Stages of Clay

Portfolio

Exhibit

