

# Englewood Public School District

## Visual Art

### HS Ceramics I Foundations

#### Unit 2: Advanced Techniques

**Overview:** In this unit, students will examine advanced ceramics techniques through research and practice. Using knowledge of basic color theory and proportion, they will demonstrate proficiency of these techniques through creation of individual pieces.

**Time Frame:** One Marking Period

**Enduring Understandings:**

Elements of Art and Design Principles are integral to the creation of effective pieces.

**Essential Questions:**

How can I use elements of art and design principles to create my own piece of art?

How does the historical aspect of the piece communicate something new and relevant?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.4.12.A.1</b> 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.</p> <p><b>1.4.12.A.3</b> Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical</p>	<p style="text-align: center;"><b>Topics</b></p> <ul style="list-style-type: none"> <li>Slab Method of Handbuilding</li> <li>Clay Modeling: The Human Face</li> <li>Color and Chemistry</li> <li>Symbolism: How Sculptures Represent Complex Ideas</li> </ul> <p style="text-align: center;"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Expose to and care of slab building</li> <li>Establish command of basic rigid slab-building</li> </ul>	<ul style="list-style-type: none"> <li>Students will create slab-built boxes (<b>CRP2, CRP6, 9.3.12.AR-VIS.3</b>) <a href="https://www.slideshare.net/KimWheeler3/ceramic-project-slab-built-boxes">https://www.slideshare.net/KimWheeler3/ceramic-project-slab-built-boxes</a></li> <li>Students will create human face sculptures (<b>CRP2, CRP6, 9.3.12.AR-VIS.3</b>) <a href="http://www.beginnersschool.com/2015/08/21/facial-proportions-and-sculpting-a-face/">http://www.beginnersschool.com/2015/08/21/facial-proportions-and-sculpting-a-face/</a></li> <li>Students will research historical pieces inspired by historical events, literature, pop culture, and/or film, and write a research paper that</li> </ul>	<p><b>Video:</b> “Sculpting a Female Face in Clay” <a href="https://www.youtube.com/watch?v=dU0vdP043jQ">https://www.youtube.com/watch?v=dU0vdP043jQ</a></p> <p><b>Companion Texts:</b> “Top Ten Great Ceramic Artists” <a href="http://www.top10listland.com/top-10-great-ceramic-artists/">http://www.top10listland.com/top-10-great-ceramic-artists/</a></p> <p>“Top 10 Contemporary</p>	<p><b>Formative Assessments”</b> Students will be evaluated on the quality of their slab-built box.</p> <p>Students will be evaluated on the quality of their human face portrait.</p> <p>Students will be evaluated on the quality of their glaze/underglaze piece.</p> <p><b>Summative Assessment:</b> Students will share their portfolios with the class.</p> <p><b>Benchmark Assessment:</b></p>

<p><b>significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</b></p> <p><b>1.4.12.A.4</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p><b>1.4.12.B.2</b> 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><b>1.3.12.D.2</b> 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><b>1.3.12.D.5</b> Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional</p>	<ul style="list-style-type: none"> <li>• Display proficiency in sculpting the human face</li> <li>• Master the concept of facial proportions, creating hollow forms, use of armatures</li> <li>• Work from observation</li> <li>• Usage and function of glazes and underglazes</li> <li>• Establish basic color theory and design</li> <li>• The critique and evaluation of peer, personal and history pieces</li> <li>• Identification of symbolism in reference to history, pop culture, literature, film</li> </ul>	<p>focuses on the symbolism of those pieces. (<b>CRP2, CRP4, CRP7, 9.3.12.AR-VIS.3, NJSLA.W2, NJSLA.W4, NJSLA.W9</b>)</p> <ul style="list-style-type: none"> <li>• Students will use both glaze and underglaze on a previously completed work. (<b>CRP2, CRP6, 9.3.12.AR-VIS.3</b>) <a href="https://briandangarted.files.wordpress.com/2016/11/glaze-application-demonstration.pdf">https://briandangarted.files.wordpress.com/2016/11/glaze-application-demonstration.pdf</a></li> <li>• Students will create an online portfolio of the unit's work. (<b>CRP2, CRP6, 9.3.12.AR-VIS.3, 8.1.12.A.1</b>)</li> </ul>	<p>Artists Working with Ceramics” <a href="https://www.artsy.net/article/francesca-gavin-top-10-contemporary-artists-working-with-ceramics">https://www.artsy.net/article/francesca-gavin-top-10-contemporary-artists-working-with-ceramics</a></p>	<p>Common Formative Assessment</p> <p><b>Alternative Assessments:</b> Students will complete a self-assessment on one of their pieces using a rubric.</p> <p>Students will peer review their research papers using a PARCC writing rubric.</p>
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artworks, and emulate those styles by creating an original body of work.

#### Accommodations and Modifications:

**Students with special needs:** 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.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** 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.

**Gifted and Talented Students:** 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.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• Shorten assignments to focus on mastery of key concepts.</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Word walls</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Provide audiotapes of textbooks and have the student follow the text</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>• Work with a partner</li> <li>• Give directions/instructions verbally and in simple</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>

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

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:**

Slab

Slab-Building

Glaze

Under-glaze

Color Theory

Design

Symbolism