

# Englewood Public School District

## Visual Art

### HS Ceramics II Foundations

#### Unit 1: Technique Reinforcement

**Overview:** In this unit, students will be re-introduced to ceramics through usage techniques and basic forms. Students will demonstrate knowledge and understanding of methods through research and practice. By the end of the unit, students will demonstrate proficiency in creating congruent themes throughout multiple 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
<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.	<b>Topics</b> <ul style="list-style-type: none"> <li>The Stages of Clay; Handling and Care</li> <li>Basic Designs: Pinch and Coil Method; Replicas of Historical Pieces and Originals</li> <li>How to create a congruent theme in a set</li> </ul> <b>Objectives</b> <ul style="list-style-type: none"> <li>Exhibit knowledge of basic clay chemistry, preparation and storage</li> </ul>	<ul style="list-style-type: none"> <li>Students will complete sketch book exercises (<b>CRP6</b>)</li> <li>Students will research the history of the pinch method and coil building, and write a short research paper. (<b>CRP4, CRP7, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.3, NJSLA.W2,</b></li> </ul>	<b>Texts:</b> “Caring for Your Ceramics” <a href="http://www.vam.ac.uk/content/articles/c/caring-for-your-ceramics/">http://www.vam.ac.uk/content/articles/c/caring-for-your-ceramics/</a>  “See the World Through a Pinch Pot” <a href="https://www.educationfund.org/file_download/inline/983ee1cb-4250-4d0b-8379-acc09fadc4a4">https://www.educationfund.org/file_download/inline/983ee1cb-4250-4d0b-8379-acc09fadc4a4</a>  <b>Companion Texts:</b>	<b>Formative Assessments:</b> Student will be evaluated on the quality of their sketch book entries.  Students will be evaluated on the quality of their set of coil or pinch method pieces  <b>Summative Assessment:</b>

<p><b>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 artworks, and emulate those styles by creating an original body of work.</p>	<p>without guidance or instruction</p> <ul style="list-style-type: none"> <li>• Exposure to hand-building</li> <li>• Establish standards of Craftsmanship</li> <li>• Create a piece using the pinch method</li> <li>• Study the history behind both methods</li> <li>• Create a set of bowls, cups, or canisters with a congruent theme using the pinch or coil method</li> </ul>	<p><b>NJSLSA.W4, NJSLSA.W9)</b></p> <ul style="list-style-type: none"> <li>• Students will create a congruent set utilizing the pinch or coil method (<b>CRP2, CRP6, 9.3.12.AR-VIS.3)</b>)</li> <li>• Students will create replicas of historical pieces (<b>CRP2, CRP6, 9.3.12.AR-VIS.3)</b>)</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><b>"Neolithic Pinch Pots"</b> <a href="https://www.slideshare.net/emilyvalenza/neolithic-pinch-pots">https://www.slideshare.net/emilyvalenza/neolithic-pinch-pots</a></p>	<p>Students will share their portfolios with the class.</p> <p><b>Benchmark Assessment:</b> 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 present one piece of artwork to the class via a formal oral presentation.</p>
<p><b>Accommodations and Modifications:</b></p>				

***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 while listening</li> <li>● Allow students to use a dual language dictionary</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 written format.</li> <li>● Provide extra time to complete assignments.</li> <li>● Adjust the pace of lessons</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 up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</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>

**Integration of 21<sup>st</sup> Century Standards NJSLS 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 NJSLS 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:**

Pinch Method

Drawing

Sketching

Form

Function

Coil Building

Craftsmanship