

# Englewood Public School District

## Visual Art

### HS Ceramics II Foundations

#### Unit 3: Wheel Throwing

**Overview:** In this unit, students will learn techniques for wheel throwing. Through research and practice, they will demonstrate knowledge of potter's wheel usage and maintenance. Students will demonstrate proficiency in artistic style in regards to wheel created pieces.

**Time Frame:** One Marking Period

**Enduring Understandings:**

Elements of Art and Design Principles are integral to the creation of effective pieces.  
Good craftsmanship is identified through careful construction and design.

**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   |
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| <b>1.4.12.A.1</b><br>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.<br><br><b>1.4.12.A.3</b><br>Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, | <p style="text-align: center;"><b>Topics</b></p> <ul style="list-style-type: none"> <li>Drawing</li> <li>Pottery Wheel</li> <li>Value of Design Principles for Wheel Work</li> <li>Incorporation of all techniques learned to create a series of related pieces</li> </ul> <p style="text-align: center;"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Students will draw.</li> <li>Demonstrate the ability to create a pre-</li> </ul> | <ul style="list-style-type: none"> <li>Students will complete sketch book exercises <b>(CRP6)</b><br/> <a href="https://design.tutsplus.com/articles/i-want-to-draw-simple-exercises-for-complete-beginners--vector-20583">https://design.tutsplus.com/articles/i-want-to-draw-simple-exercises-for-complete-beginners--vector-20583</a></li> <li>Students will create pencil sketches. <b>(CRP2, CRP6, 9.3.12.AR-VIS.3)</b><br/> <a href="http://emptyeasel.com/2009/10/20/7-advanced-drawing-tips-for-creating-photo-">http://emptyeasel.com/2009/10/20/7-advanced-drawing-tips-for-creating-photo-</a> </li> </ul> | <p><b>Video:</b><br/>           Ceramics for Beginners: Wheel Throwing<br/> <a href="https://www.youtube.com/watch?v=M9-hAJ8IrmU">https://www.youtube.com/watch?v=M9-hAJ8IrmU</a></p> <p><b>Companion Texts:</b><br/>           “Potter’s Wheel”<br/> <a href="http://www.ceramicstoday.com/potters-wheel/">http://www.ceramicstoday.com/potters-wheel/</a></p> | <p><b>Formative Assessments:</b><br/>           Student will be evaluated on the quality of their sketch book entries.</p> <p>Students will be evaluated on the completion and correctness off a famous wheel works and artist test.</p> <p>Students will be evaluated on the quality of their pencil sketches.</p> |

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| <p>music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p><b>1.4.12.A.4</b><br/>Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p><b>1.4.12.B.2</b><br/>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><br/>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></p> | <p>determined shape on the potter's wheel</p> <ul style="list-style-type: none"> <li>• Understand the function of wedging clay as a preparation for wheel throwing</li> <li>• Become proficient and self-sufficient in the use of the potter's wheel</li> <li>• Demonstrate awareness of the responsibility to the materials and equipment for the studio maintenance</li> <li>• Identify and Integrate knowledge of harmony, rhythm, variety, movement and emphasis in wheel projects</li> <li>• Identify and integrate knowledge of form, mass and volume</li> <li>• Create a series that demonstrates techniques learned as well as coherence.</li> </ul> | <p><u>realistic-drawings-in-pencil-and-graphite/</u></p> <ul style="list-style-type: none"> <li>• Students will research pottery wheel projects and its history, and write a short research paper. <b>(CRP4, CRP7, 9.3.12.AR-VIS,.1, 9.3.12.AR-VIS.3, NJSLSA.W2, NJSLSA.W4, NJSLSA.W9)</b></li> <li>• Students will create a piece on the pottery wheel. <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>Students will be evaluated on the quality of their wheel projects.</p> <p><b>Summative Assessment:</b><br/>Students will share their portfolios with the class.</p> <p><b>Benchmark Assessment:</b><br/>Common Formative Assessment</p> <p><b>Alternative Assessments:</b><br/>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> |
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| <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.</b>   |   |  |   |  |
| <p><b>Accommodations and Modifications:</b><br/> <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 - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></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> |   |  |   |  |
| <b>English Language Learners</b> <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> </ul>   | <b>Special Education</b> <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</li> </ul> | <b>At-Risk</b> <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> </ul> | <b>Gifted and Talented</b> <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> </ul> |  |

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| <ul style="list-style-type: none"> <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> | <p>approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> <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>● 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>● Student Driven Instruction</li> </ul> |
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#### **Integration of 21<sup>st</sup> 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

Leatherhard

Bone-dry  
Bisque  
Sculpting  
Surface Decoration