

Englewood Public School District

Visual Art

HS Ceramics I Foundations

Unit 3: Concept Building

Overview: In this unit, students will build upon previously learned ceramics concepts as they focus on the importance of craftsmanship. They will demonstrate knowledge of surface decoration through the creation of sculptures.

Time Frame: One Marking Period

Enduring Understandings:

Elements of Art and Design Principles are integral to the creation of effective pieces.
Good craftsmanship is a result of 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
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 art), using historical	<p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> Sculpting Surface Decoration Portfolio Presentation/Gallery <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> Students will learn good craftsmanship through careful construction and design. Students will learn how to decorate the surface of all stages of clay maturation 	<ul style="list-style-type: none"> Students will create a sculpture of a favorite superhero, literary or historical character using surface decoration, and write a short analysis of the piece. (CRP2, CRP4, 9.3.12.AR-VIS.3, NJSLA.W2, NJSLA.W4) Students will navigate Photoshop and wix.com to create an on-line portfolio of collected works (CRP2, CRP6, 	<p>Video: “Creating a Wix Portfolio: Getting Started” https://www.youtube.com/watch?v=Dwcvj5QI54k</p> <p>Companion Texts: “15 Examples of Good Online Portfolios” https://www.designer-daily.com/portfolio-design-10009</p>	<p>Formative Assessment: Students will be evaluated on the quality of their sculptures.</p> <p>Summative Assessment: Students will be evaluated on the quality of their on-line portfolios and portfolio presentations.</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments:</p>

<p>significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</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.5 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>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>(leatherhard, bone-dry and bisque)</p> <ul style="list-style-type: none"> Students will use Photoshop and/or other technological methods to create an online and/or living portfolio of the progression of their work Students will present the progression of their work to their classmates in a live or virtual gallery 	<p>9.3.12.AR-VIS.3, 8.1.12.A.1) https://www.wix.com</p> <ul style="list-style-type: none"> Students will present their on-line portfolio to the class (CRP4, CRP6, 9.3.12.AR-VIS.3, 8.1.12.A.1) 		<p>Students will complete a self-assessment on one of their pieces using a rubric.</p> <p>Students will share their sculpture analysis in small groups.</p> <p>Students will peer review their portfolios before submission.</p>
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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/

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

Integration of 21st 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

NJLSA.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.

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.

Key Vocabulary:

Leatherhard

BoneDry

Bisque

Sculpting

Surface Decoration