GRADE LEVEL: 10-12   **SUBJECT: Ceramics 2**   **DATE: 2018-2019**

MONTH/GRADING PERIOD: Q1   **MASTER COPY 4/25/19**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Creating					
Standard 1: Generate and conceptualize artistic ideas and work • Plans for ideas • Directions for creating art and design • Social Change	**VA:Cr1.1.IIIa** Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	• Visualize plans. • Hypothesize plans. • Generate plans for ideas and directions.	• Journal • Project/Rubric	• Hypothesize • Creative endeavor • Formulate • Social Change • Visualize	CRITICAL
• Range of materials • Methods of traditional artistic practices • Methods of contemporary artistic practices • Works of art and design	**VA:Cr1.2.IIIa** Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.	• Plan works of art and design. • Choose from a range of materials and methods.	• Journal • Project/Rubric	• Method • Medium/Media • Traditional • Contemporary • Method • Medium/Media • Theme • Idea • Concept	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY

Standard 2: Organize and develop artistic ideas and work
• Multiple works of art
• Personally meaningful theme idea, or concept
	VA:Cr2.1.IIIa
	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
		• Experiment with multiple works.
		• Plan multiple works.
		  • Design multiple works.
		  • Explore a personally meaningful theme idea, or concept.
			• Journal
			• Project/Rubric
			• Quiz
				• Additive
				• Bisque
				• Bisque firing
				• Cone
				• Earthenware
				• Greenware
				• High fire
				• Low fire
				• Medium fire
				• Plastic
				• Plasticity
				• Press mold
				• Relief
				• Shrinkage
				• Slump mold
				• Subtractive
				• Stoneware
					CRITICAL

• Ethical implications of making work • Freedom and responsibility in the use of materials	**VA:Cr2.2 IIIa** Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.	• Demonstrate understanding of ethical importance. • Balance freedom and responsibility. • Experiment in the creation and circulation of creative work.	• Small group activity	• Awareness • Content • Concept • Distribute • Ethical • Implications	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Standard 3: Refine and complete artistic work • Personal critique • Artistic vision • Contemporary criteria	**VA:Cr3.1.IIIa** Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	• Revise and refine works of art. • Consider relevant traditional and contemporary criteria. • Consider personal artistic vision.	• Class discussion • Teacher Observation	Suggested vocabulary to use during constructive critique: • Artistic vision • Asymmetrical • Contrasting • Distorted • Expressive • Intimate • Intricate • Organic • Symmetrical	CRITICAL
Presenting					
Standard 6: Convey meaning through the presentation of artistic work • Connections between artists or artwork • Social, cultural, and/or political history	**VA:Pr6.1.IIa** Make, explain, and justify connections between artists or artwork and social, cultural, and/or political history.	• Make connections between art and history. • Explain connections between art and history. • Justify connections between art and history.	• Written Description	• Connections • Cultural beliefs • Impact • Justify • Personal awareness • Political beliefs • Social beliefs	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Responding					
Standard 8: Interpret intent and meaning in artistic work • Contextual information • Interpretation • Collection of works	**VA:Re8.1.IIa** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	• Identify contextual information. • Construct Interpretations of artwork.	• Class discussion • Debate	• Construct • Contextual information • Debate • Details • Emphasis • Evidence • Focus • Form • Interpret • Intent • Proportion • Support	IMPORTANT
Standard 9: Apply criteria to evaluate artistic work • Criteria to evaluate art	**VA:Re9.1.IIa** Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	• Determine relevance of criteria. • Evaluate works of art.	• Small group activity • Discussion	• Criteria • Relevance	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Connecting					
Standard 10: Synthesize and relate knowledge and personal experiences to make art • Social, cultural, historical, and personal life • Art-making approaches	**VA:Cn10.1.IIIa** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art and design.	• Synthesize knowledge of social life. • Synthesize knowledge of cultural life. • Synthesize knowledge of historical life. • Synthesize knowledge of political life. • Utilize art-making approaches. • Create meaningful works of art and design.	• Journal • Teacher/Student Discussion	• Document • Elaborate • Journal • Synthesize • Utilize	ADDITIONAL
Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding • Uses of art • Social, cultural, and historical contexts • Connections to uses of art • Contemporary and local contexts	**VA:Cn11.1.IIa** Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	• Compare uses of art in social contexts. • Compare uses of art in cultural contexts. • Compare uses of art in historical contexts. • Make connections to uses of art in contemporary contexts. • Make connections to uses of art in local contexts.	• Class discussion • Small group activity	• Contemporary contexts • Cultural contexts • Historical contexts • Local contexts • Social context	IMPORTANT

STANDARD INDICATORS	LITERACY IN VISUAL ART
VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change. **VA:Cr1.2.IIIa** Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.	**11-12.LST.2.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	**11-12.LST.3.1** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. **11-12.LST.4.3** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
VA:Cr2.2 IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.	**11-12.LST.7.3** Draw evidence from informational texts to support analysis, reflection, and research.
VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	**11-12.LST.6.1** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and/or political history.	**11-12.LST.2.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

STANDARD INDICATORS	LITERACY IN VISUAL ART
VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	**11-12.LST.7.1** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	**11-12.LST.7.1** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art and design.	**11-12.LST.5.2** Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
VA:Cn11.1.IIa Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	**11-12.LST.5.2** Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.

GRADE LEVEL: 10-12   **SUBJECT: Ceramics 2**   **DATE: 2018-2019**

MONTH/GRADING PERIOD: Q2   **MASTER COPY 5-1-19**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Creating					
Standard 1: Generate and conceptualize artistic ideas and work • Creative endeavors • Creative problems • Plans for ideas • Social Change	**VA:Cr1.1.Ia** Use multiple approaches to begin creative endeavors. **VA: Cr1.1.IIIa** Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	• Apply multiple approaches. • Visualize and hypothesize plans. • Generate plans for ideas and directions.	• Project/Rubric	• Social awareness • Social activism	CRITICAL
• Range of materials • Methods of traditional artistic practices • Methods of contemporary artistic practices • Works of art and design	**VA:Cr1.2.IIIa** Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.	• Plan works of art and design. • Choose from a range of materials and methods to plan works of art and design.	• Project/Rubric	•Established conventions	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Standard 2: Organize and develop artistic ideas and work • Skills in a chosen art form • Knowledge in a chosen art form	**VA:Cr2.1.IIa** Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	• Demonstrate acquisition of skills and knowledge in a chosen art form.	• Project/Rubric • Quiz		CRITICAL
• Develop a plan for: -an installation -art show -space design • Perception and experience of a particular place	**VA:Cr2.3.Ia** Collaboratively develop a plan for an installation, artwork, art show, or space design that transforms the perception and experience of a particular place.	• Collaborate to develop a plan to transform the perception and experience of a particular place.	• Participation/Demonstration • Teacher Observation	• Aesthetic • Composition • Exhibition • Installation • Space Design	ADDITIONAL
Standard 3: Refine and complete artistic work • Personal critique • Artistic vision • Traditional criteria • Contemporary criteria	**VA:Cr3.1.IIIa** Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	• Revise and refine works of art. • Consider relevant traditional and contemporary criteria. • Consider personal artistic vision.	• Class discussion • Teacher Observation		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Presenting					
Standard 4: Select, analyze, and interpret artistic work for presentation • Personal critique • Artist Exhibition	**VA:Pr4.1.IIIa** Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	• Analyze personal artwork. • Select personal artwork. • Critique personal artwork. • Exhibit artwork.	• Presentation • Teacher/Student Discussion	• Intention • Objective • Orientation	IMPORTANT
Standard 5: Develop and refine artistic techniques and work for presentation • Purpose • Methods • Exhibition	**VA:Pr5.1.IIa** Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	• Evaluate methods to display artworks. • Select methods to display artworks. • Apply methods to display artworks.	• Teacher/Student Discussion • Project/Rubric	• Analyze • Evaluate • Purpose	IMPORTANT
Standard 6: Convey meaning through the presentation of artistic work • Collection of objects • Viewer's understanding	**VA:Pr6.1.IIIa** Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences	• Curate a collection. • Impact the viewer's understanding of social experiences. • Impact the viewer's understanding of cultural experiences. • Impact the viewer's understanding of political experiences.	• Written Description	• Documentary • Impact	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Responding					
Standard 7: Perceive and analyze artistic work • Personal aesthetic responses • Empathetic responses • Natural world Constructed environments	**VA:Re.7.1.IIa** Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	• Recognize personal aesthetic responses to the natural world. • Describe personal aesthetic responses to the natural world. • Recognize personal empathetic responses to constructed environments. • Describe personal empathetic responses constructed environments.	• Small group activity	• Hypothesize • Influences • Perception	IMPORTANT
• Effectiveness of images • Ideas, feelings, and behaviors • Specific audiences	**VA:Re.7.2.IIIa** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	• Evaluate effectiveness of images. • Influence ideas, feelings, and behaviors of specific audiences.	• Class discussion	• Audience behaviors • Effectiveness • Perspective	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Standard 8: Interpret intent and meaning in artistic work • Contextual information • Process of constructing interpretations • Collection of works	**VA:Re8.1.IIa** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	• Identify types of contextual information. • Interpret artwork.	• Debate	• Evidence • Interpret	IMPORTANT
Standard 9: Apply criteria to evaluate artistic work • Criteria to evaluate art	**VA:Re9.1.IIa** Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	• Determine relevance of criteria used to evaluate works of art.	• Small group activity • Discussion		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Connecting					
Standard 10: Synthesize and relate knowledge and personal experiences to make art • Inquiry methods of observation • Inquiry methods of research • Unfamiliar subjects	**VA:Cn10.1.IIa** Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.	• Utilize inquiry methods of observation. • Utilize inquiry methods of research. • Utilize inquiry methods of exploration. • Explore unfamiliar subjects through art-making.	• Journal • Teacher/Student Discussion	• Observation	ADDITIONAL
Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding • Impact of artists • Beliefs, values, and behaviors of society	**VA:Cn11.1.IIIa** Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.	• Appraise the impact of art on society.	• Class discussion • Small group activity		IMPORTANT

STANDARD INDICATORS	LITERACY IN VISUAL ART
VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. **VA: Cr1.1.IIIa** Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change. **VA:Cr1.2.IIIa** Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.	**11-12.LST.2.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. **VA:Cr2.3.Ia** Collaboratively develop a plan for an installation, artwork, art show, or space design that transforms the perception and experience of a particular place.	**11-12.LST.3.1** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. **11-12.LST.4.3** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	**11-12.LST.6.1** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	**11-12.LST.5.2** Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	**11-12.LST.5.2** Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences	**11-12.LST.2.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
STANDARD INDICATORS	**LITERACY IN VISUAL ART**

VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. **VA:Re.7.2.IIIa** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	**11-12.LST.5.2** Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	**11-12.LST.7.1** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	**11-12.LST.3.3** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art- making.	**11-12.LST.5.2** Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.	**11-12.LST.5.2** Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.