

GRADE LEVEL: 10-12

SUBJECT: Ceramics 1

DATE: 2018-2019

MONTH/GRADING PERIOD: Q1

MASTER COPY 11/20/18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Creating					
Standard 1: Generate and conceptualize artistic ideas and work <ul style="list-style-type: none"> • Creative endeavors • Creative problems 	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors. VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.	<ul style="list-style-type: none"> • Apply multiple approaches. • Formulate new creative problems. 	<ul style="list-style-type: none"> • Project/Rubric 	<ul style="list-style-type: none"> • Creative endeavor • Expressive • Formulate 	CRITICAL
<ul style="list-style-type: none"> • Range of materials • Methods of traditional artistic practices • Methods of contemporary artistic practices • Works of art and design 	VA:Cr1.2.Ia Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	<ul style="list-style-type: none"> • Plan works of art and design. • Choose from a range of materials and methods. 	<ul style="list-style-type: none"> • Project/Rubric 	<ul style="list-style-type: none"> • Contemporary • Method • Medium/Media • Traditional 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 2: Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> • Skills in a chosen art form • Knowledge in a chosen art form 	<p>VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<ul style="list-style-type: none"> • Demonstrate acquisition of skills and knowledge in a chosen art form. 	<ul style="list-style-type: none"> • Project/Rubric • Quiz 	<ul style="list-style-type: none"> • Additive • Air bubble • Attach • Bisque • Bisque firing • Bone dry • Ceramics • Clay body • Coil • Cone • Earthenware • Fettling knife • Firing • Form • Functional • Glaze • Glaze firing • Greenware • Hand building • High fire • Hollow • Kiln • Leather hard • Low fire • Medium fire • Modeling tool • Mold • Needle tool • Pinch 	<p>CRITICAL</p>

				<ul style="list-style-type: none"> • Plastic • Plasticity • Potter • Pottery • Press mold • Relief • Rib • Scoring • Sgraffito • Shrinkage • Slab • Slip • Slump mold • Subtractive • Stoneware • Trapped air • Wedge • Wire tool 	
<ul style="list-style-type: none"> • Ethical implications of making work • Ethical implications of distributing work 	<p>VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.</p>	<ul style="list-style-type: none"> • Demonstrate awareness of ethical implications of making and distributing creative work. 	<ul style="list-style-type: none"> • Small group activity 	<ul style="list-style-type: none"> • Awareness • Content • Concept • Distribute • Ethical • Implications 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 3: Refine and complete artistic work</p> <ul style="list-style-type: none"> • Critique with peers • Artistic vision 	<p>VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p>	<ul style="list-style-type: none"> • Engage in constructive critique. • Revise and refine works of art. 	<ul style="list-style-type: none"> • Class discussion • Teacher Observation 	<p>Suggested vocabulary to use during constructive critique;</p> <ul style="list-style-type: none"> • 2-Dimensional • 3-Dimensional • Angular • Artistic vision • Asymmetrical • Balanced • Bold • Coarse • Contrasting • Curvaceous • Details • Distorted • Dramatic • Elongated • Even • Expressive • Fine • Flat • Flowing • Geometric • Intimate • Intricate • Large • Negative space • Observe 	<p>CRITICAL</p>

				<ul style="list-style-type: none"> • Organic • Positive space • Refine • Revise • Rough • Small • Smooth • Strong • Subtle • Swirling • Symmetrical • Texture • Unique • Uneven • Vibrant 	
Presenting					
Standard 6: Convey meaning through the presentation of artistic work <ul style="list-style-type: none"> • Impact of exhibition • Awareness of social, cultural, and/or political beliefs and understandings 	VA:Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.	<ul style="list-style-type: none"> • Analyze the impact of exhibition. • Describe the impact of exhibition. 	<ul style="list-style-type: none"> • Written Description 	<ul style="list-style-type: none"> • Cultural beliefs • Documentary • Exhibition • Impact • Personal awareness • Political beliefs • Social beliefs 	IMPORTANT

Responding					
Standard 8: Interpret intent and meaning in artistic work <ul style="list-style-type: none"> • Collection of works • Evidence found in artwork 	VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	<ul style="list-style-type: none"> • Interpret artwork. • Support interpretation using evidence found in the artwork. 	<ul style="list-style-type: none"> • Debate 	<ul style="list-style-type: none"> • Debate • Details • Emphasis • Evidence • Focus • Form • Interpret • Intent • Proportion • Support 	IMPORTANT
Standard 9: Apply criteria to evaluate artistic work <ul style="list-style-type: none"> • Criteria to evaluate art 	VA:Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.	<ul style="list-style-type: none"> • Establish criteria to evaluate works of art. • Evaluate works of art. 	<ul style="list-style-type: none"> • Small group activity • Discussion 	<ul style="list-style-type: none"> • Criteria • Composition • Subject 	IMPORTANT
Connecting					
Standard 10: Synthesize and relate knowledge and personal experiences to make art <ul style="list-style-type: none"> • Process of developing early ideas • Process of developing fully elaborated ideas 	VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.	<ul style="list-style-type: none"> • Document a process of developing ideas. 	<ul style="list-style-type: none"> • Journal • Teacher/Student Discussion 	<ul style="list-style-type: none"> • Document • Elaborate • Journal • Synthesize 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding <ul style="list-style-type: none"> • Influence of culture, tradition and history • Personal responses to art 	VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.	<ul style="list-style-type: none"> • Describe how culture, traditions, and history include personal responses. 	<ul style="list-style-type: none"> • Class discussion • Small group activity 	<ul style="list-style-type: none"> • Culture • Traditions • Historical context • Influence 	IMPORTANT

STANDARD INDICATORS	LITERACY IN VISUAL ART
VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA: Cr1.1.1a Individually or collaboratively formulate new creative problems based on student's existing artwork.	9-12.RT.3 Follow precisely a complex multistep procedure when performing technical visual art tasks, attending to special cases or exceptions defined in the text.
VA:Cr2.1.1a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical visual art context relevant to grades 9-12 texts and topics.
VA:Cr2.2 Demonstrate awareness of ethical implications of making and distributing creative work.	9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<p>9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p>9-12.WT.2 Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>9-12.WT.2 Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p>

GRADE LEVEL: 10-12

SUBJECT: Ceramics 1

DATE: 2018-2019

MONTH/GRADING PERIOD: Q2

MASTER COPY 11-20-2018

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Creating					
<p>Standard 1: Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> • Creative endeavors • Creative problems 	<p>VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p>	<ul style="list-style-type: none"> • Apply multiple approaches. • Formulate new creative problems. 	<ul style="list-style-type: none"> • Project/Rubric 	<ul style="list-style-type: none"> • Potter’s wheel • Wheel throwing 	<p>CRITICAL</p>
<ul style="list-style-type: none"> • Range of materials • Methods of traditional artistic practices • Methods of contemporary artistic practices • Works of art and design 	<p>VA:Cr1.2.Ia Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p>	<ul style="list-style-type: none"> • Plan works of art and design. • Choose from a range of materials and methods. 	<ul style="list-style-type: none"> • Project/Rubric 		<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 2: Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> • Skills in a chosen art form • Knowledge in a chosen art form 	<p>VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<ul style="list-style-type: none"> • Demonstrate acquisition of skills and knowledge in a chosen art form. 	<ul style="list-style-type: none"> • Project/Rubric • Quiz 	<ul style="list-style-type: none"> • Bat • Centering • Slip trailing • Stamp • Throwing • Trimming • Wheel 	CRITICAL
<ul style="list-style-type: none"> • Develop a plan for: <ul style="list-style-type: none"> -an installation -art show -space design • Perception and experience of a particular place 	<p>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.</p>	<ul style="list-style-type: none"> • Collaborate to develop a plan to transform the perception and experience of a particular place. 	<ul style="list-style-type: none"> • Participation/Demonstration • Teacher Observation 	<ul style="list-style-type: none"> • Aesthetic • Balance • Composition • Exhibition • Gallery • Installation • Space Design • Theme • Transform 	ADDITIONAL
<p>Standard 3: Refine and complete artistic work</p> <ul style="list-style-type: none"> • Critique with peers • Artistic vision 	<p>VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p>	<ul style="list-style-type: none"> • Engage in constructive critique. • Revise and refine works of art. 	<ul style="list-style-type: none"> • Class discussion • Teacher Observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Presenting					
Standard 4: Select, analyze, and interpret artistic work for presentation <ul style="list-style-type: none"> • Personal critique • Portfolio presentation 	VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.	<ul style="list-style-type: none"> • Analyze personal artwork. • Select personal artwork. • Critique personal artwork. • Present portfolio. 	<ul style="list-style-type: none"> • Presentation • Teacher/Student Discussion 	<ul style="list-style-type: none"> • Intention • Objective • Orientation • Portfolio • Position • Presentation 	IMPORTANT
Standard 5: Develop and refine artistic techniques and work for presentation <ul style="list-style-type: none"> • Purpose • Methods • Exhibition 	VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented.	<ul style="list-style-type: none"> • Analyze purpose. • Evaluate methods. 	<ul style="list-style-type: none"> • Teacher/Student Discussion • Project/Rubric 	<ul style="list-style-type: none"> • Analyze • Evaluate • Purpose 	IMPORTANT
Standard 6: Convey meaning through the presentation of artistic work <ul style="list-style-type: none"> • Impact of exhibition • Awareness of social, cultural, and/or political beliefs and understandings 	VA:Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.	<ul style="list-style-type: none"> • Analyze the impact of exhibition. • Describe the impact of exhibition. 	<ul style="list-style-type: none"> • Written Description 	<ul style="list-style-type: none"> • Documentary • Impact • Personal awareness 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Responding					
Standard 7: Perceive and analyze artistic work <ul style="list-style-type: none"> • Perception of human experiences • Understanding of human experiences 	VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.	<ul style="list-style-type: none"> • Hypothesize influences of art on human experiences. 	<ul style="list-style-type: none"> • Small group activity 	<ul style="list-style-type: none"> • Hypothesize • Influences • Perception 	IMPORTANT
<ul style="list-style-type: none"> • Audience ideas • Audience feelings • Audience behaviors 	VA:Re.7.2.11a Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	<ul style="list-style-type: none"> • Evaluate effectiveness of images on specific audiences. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Audience behaviors • Effectiveness • Perspective 	IMPORTANT
Standard 8: Interpret intent and meaning in artistic work <ul style="list-style-type: none"> • Collection of works • Evidence found in artwork 	VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	<ul style="list-style-type: none"> • Interpret artwork. • Support interpretation using evidence found in the artwork. 	<ul style="list-style-type: none"> • Debate 	<ul style="list-style-type: none"> • Evidence • Interpret 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 9: Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> Criteria to evaluate art 	<p>VA:Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<ul style="list-style-type: none"> Establish criteria to evaluate works of art. Evaluate works of art. 	<ul style="list-style-type: none"> Small group activity Discussion 	<ul style="list-style-type: none"> Criteria 	<p>IMPORTANT</p>
Connecting					
<p>Standard 10: Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> Process of developing early ideas Process of developing fully elaborated ideas 	<p>VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<ul style="list-style-type: none"> Document a process of developing ideas. 	<ul style="list-style-type: none"> Journal Teacher/Student Discussion 	<ul style="list-style-type: none"> Concept Conceptualize 	<p>ADDITIONAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> • Influence of culture, tradition and history • Personal responses to art 	<p>VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<ul style="list-style-type: none"> • Describe how culture, traditions, and history include personal responses. 	<ul style="list-style-type: none"> • Class discussion • Small group activity 	<ul style="list-style-type: none"> • Media • Social Media • YouTube 	IMPORTANT

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA: Cr1.1.1a Individually or collaboratively formulate new creative problems based on student's existing artwork.</p>	<p>9-12.RT.3 Follow precisely a complex multistep procedure when performing technical visual art tasks, attending to special cases or exceptions defined in the text.</p>
<p>VA:Cr2.1.1a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.3.1a Collaboratively develop a plan for an installation, artwork, art show, or space design that transforms the perception and experience of a particular place.</p>	<p>9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical visual art context relevant to grades 9-12 texts and topics.</p>
<p>VA:Pr4.1.1a Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p>	<p>9-12.WT.2 f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>

STANDARD INDICATORS	LITERACY IN VISUAL ART
<p>VA:Re.7.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p>	<p>9-12.WT.2 f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>
<p>VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<p>9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p>9-12.WT.2 Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>9-12.WT.2 Write informative/explanatory texts, including technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p>