

Art Planned Course: Ceramics – Grades 10 - 12

Unit: Art History (Specific to Ceramics)

Content Standard: Study the general role of art, artists, and/or architecture in shaping, embodying and interpreting cultures from the dawn of human history to the present (specifically in reference to ceramics).

State Curriculum Standard:

Art and Humanities:

9.1.12:

B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)

C (Integrate and apply advanced vocabulary to the arts forms)

D (Demonstrate specific styles in combination through the production or performance of a unique work of art)

F (Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition)

G (Analyze the effect of rehearsal and practice sessions)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)

K (Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities)

9.2.12:

A (Explain the historical, cultural and social context of an individual work in the arts)

B (Relate works in the arts chronologically to historical events)

C (Relate works in the arts to varying styles and genre and to the periods in which they were created)

D (Analyze a work of art from its historical and cultural perspective)

E (Analyze how historical events and culture impact forms, techniques and purposes of works in the arts)

F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)

G (Relate works in the arts to geographic regions)

H (Identify, describe and analyze the work of Pennsylvania artists in dance, music, theatre and visual arts)

I (Identify, explain and analyze philosophical beliefs as they relate to works in the arts)

J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)

K (Identify, explain and analyze traditions as they relate to works in the arts)

L (Identify, explain and analyze common themes, forms and techniques from works in the arts)

9.3.12:

A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)

B (Determine and apply criteria to a person's work and works of others in the arts)

D (Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response)

G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)

9.4.12:

B (Describe and analyze the effects that works in the arts have on groups, individuals and the culture)

C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)

D (Analyze and interpret a philosophical position identified in works in the arts and humanities)

Career Education and Work: 13.1.11: A, B, C, D, E, F, G (Reference Appendix B)

Reading, Writing, Speaking, & Listening: 1.1.11: A, B, C, D, E, F, H; 1.2.11: A; 1.4.11: B, C, D; 1.5.11: A, B, C, D, E, F, G; 1.6.11: A, B, C, D, E, F; 1.8.11: A, B, C (Reference Appendix D)

Art Planned Course: Ceramics – Grades 10 - 12

Course Content	Student Performance	Resources	Assessments
<p>A. Generally Explore/Examine Role of Art, Artists, and/or Architecture throughout History; Independently and/or in Relation to Corresponding Unit in Relation to Ceramics</p> <p>B. Respond Critically to Art, Artists and/or Architecture throughout History in Relation to Ceramics</p> <p>C. Develop General Understanding of Art, Artists and/or Architecture throughout History and/or in Relation to Other Historical Events Specific to Ceramics</p> <p>D. Create Work of Art in Response or in Relation to an Artist, Artistic Style, Development and/or Movement, Architecture</p>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Participate in class discussions, activities, demonstrations, presentations and projects • Identify key terms and demonstrate an understanding of concepts covered in art history specific to ceramics • Read, write, speak and/or listen in response to art history (NET.S: 3 (3, 6); 8 (3, 5)) Reference resource binder 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Textbook: <u>The Visual Experience</u> (2005, Davis Publications, Inc.) • Visual aides (specifically: posters, slides, books, periodicals, videos, PowerPoint presentations, and student, teacher and/or professional work) * Subject to availability of resources and determined by the teacher • Teacher presentations, lectures and/or demonstrations • Ceramic materials and equipment • Library resources • Public resources • Art history specific materials related to specific student performance and/or learning style • On – line resources (determined by teacher according to relevancy; subject to change) 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Completion of projects according to course content objectives • Individual and/or group critical response; critiques of art, artists and/or architecture • Peer and/or self evaluation • Teacher observation • Teacher-developed rubric • Tests and/or quizzes • Worksheets (created by teacher and/or department) • At-the-bell activities • Verbal and/or written demonstration of understanding the concepts covered in art history specific to ceramics <p><u>Remediation and Enrichment</u> Reference resource binder</p>

Art Planned Course: Ceramics – Grades 10 - 12

Unit: Coil and Slab Coil

Content Standard: Study and explore both traditional and slab coiling techniques of hand building with clay.

State Curriculum Standards:

Art and Humanities:

9.1.12:

A (Know and use the elements and principles of each art form to create works in the arts and humanities)

B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)

C (Integrate and apply advanced vocabulary to the arts forms)

D (Demonstrate specific styles in combination through the production or performance of a unique work of art)

G (Analyze the effect of rehearsal and practice sessions)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)

J (Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others)

9.2.12:

A (Explain the historical, cultural and social context of an individual work in the arts)

F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)

J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)

K (Identify, explain and analyze traditions as they relate to works in the arts)

L (Identify, explain and analyze common themes, forms and techniques from works in the arts)

9.3.12:

A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)

B (Determine and apply criteria to a person's work and works of others in the arts)

G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)

9.4.12:

A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)

C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)

D (Analyze and interpret a philosophical position identified in works in the arts and humanities)

Mathematics: 2.2.11: A, B, C; 2.3.11: A, B, C; 2.5.11: A, B; 2.8.11: C; 2.9.11: A, F, H: (Reference Appendix C)

Reading, Writing, Speaking, Listening: 1.1.11: A, C, D, E, F; 1.2.11: A; 1.4.11: B, D; 1.5.11: A, B, C, D, E, F, G; 1.6.11: A, B, C, D, E, F; 1.8.11: B (Reference Appendix D)

Career Education and Work: 13.3.11: A, B, C, E (Reference Appendix B)

Art Planned Course: Ceramics – Grades 10 - 12

Course Content	Student Performance	Resources	Assessments
<p>A. Identify, Examine, Explore and/or Create Traditional Coil and Slab Coil Form</p> <p>B. Explore/Examine Techniques and Methods of Traditional Coiling</p> <p>C. Explore/Examine Techniques and Methods of Slab Coiling</p> <p>D. Develop/Practice Understanding of Working with Both Traditional and Strap Coiling Methods</p> <p>E. Develop Competency Using Clay Tools, Techniques and Safety Procedures While Using Both Traditional and Strap Coiling Methods</p> <p>F. Understand/Demonstrate Knowledge in Selection and Application of Traditional and Slab Coiling Methods</p>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Participate in class discussions, demonstrations, activities, presentations and projects • Identify key terms and demonstrate a general understanding of using both traditional and slab coiling techniques • Read, write, speak, and/or listen in response to using both traditional and slab coiling techniques • Practice the techniques, and methods of traditional and slab coiling techniques 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Ceramic materials and equipment (including clay, clay tools, kiln, reclaiming slab, and work/storage areas) • Textbook: <u>The Visual Experience</u> (2005, Davis Publications, Inc.) • Visual aides (posters, slides, books, periodicals, videos, PowerPoints, student, teacher and professional work) • Teacher demonstrations • Library resources • Public resources • Art materials related to specific student performance or learning style • On – line resources (subject to change) 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Completion of projects according to course objectives • Individual and/or group critique • Peer and/or self – evaluations • Teacher observations • Teacher-developed rubric • Tests and/or quizzes • Worksheets • At-the-bell activities • Exhibiting artwork <p><u>Remediation and Enrichment</u> Reference Appendix</p>

Art Planned Course: Ceramics – Grades 10 - 12

Unit: Critical Response

Content Standard: Describe, analyze, interpret, judge, and compare/contrast personal, and/or professional works of art.

State Curriculum Standard:

Art and Humanities:

9.1.12:

A (Know and use the elements and principles of each art form to create works in the arts and humanities)

B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)

C (Integrate and apply advanced vocabulary to the arts forms)

D (Demonstrate specific styles in combination through the production or performance of a unique work of art)

G (Analyze the effect of rehearsal and practice sessions)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)

J (Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others)

9.2.12:

F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)

J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)

K (Identify, explain and analyze traditions as they relate to works in the arts)

L (Identify, explain and analyze common themes, forms and techniques from works in the arts)

9.3.12:

A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)

B (Determine and apply criteria to a person's work and works of others in the arts)

C (Apply systems of classification for interpreting works in the arts and forming a critical response)

D (Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response)

E (Examine and evaluate various types of critical analysis of works in the arts and humanities; contextual criticism, formal criticism, intuitive criticism)

F (Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time)

G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)

9.4.12:

A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)

C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)

D (Analyze and interpret a philosophical position identified in works in the arts and humanities)

Mathematics: 2.2.11: A, B, C; 2.3.11: A, B, C; 2.5.11: A, B; 2.8.11: C; 2.9.11: A, F, H (Reference Appendix C)

Career Education and Work: 13.1.11: A, B, C, D, E, F, G (Reference Appendix B)

Reading, Writing, Speaking, Listening: 1.1.11: A, C, D, E, F, H; 1.2.11: A; 1.4.11: B, C, D; 1.5.11: A, B, C, D, E, F, G; 1.6.11: A, B, C, D, E, F; 1.8.11: A, B, C (Reference Appendix D)

Art Planned Course: Ceramics – Grades 10 - 12

Course Content	Student Performance	Resources	Assessments
<p>A. Develop General Understanding of Critically Responding to Art in Constructive and Thoughtful Manner</p> <p>B. Develop General Understanding of Describing Art</p> <p>C. Develop General Understanding of Analyzing Art</p> <p>D. Develop General Understanding of Interpreting Art</p> <p>E. Develop General Understanding of Judging Art</p> <p>F. Develop General Understanding of Comparing and Contrasting Art</p>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Participate in class discussions, demonstrations, activities, presentations and projects at a general level • Identify key terms and demonstrate a general understanding of critical response • Read, write, speak, and/or listen to critical response (NETS.S; 3 (3,6), 8 (3,5) Reference resource binder) • Practice the methods of responding critically to art 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Textbook: <u>The Visual Experience</u> (2005, Davis Publications, Inc.) • Visual aides (posters, slides, books, periodicals, videos, PowerPoints, student, teacher and professional work) • Teacher demonstrations • Library resources • Public resources • Art materials related to specific student performance or learning style • On – line resources (subject to change) 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Completion of projects according to course objectives • Individual and/or group critique • Peer and/or self – evaluations • Teacher observations • Teacher-developed rubric • Tests and/or quizzes • Worksheets • At-the-bell activities • Exhibiting artwork <p><u>Remediation and Enrichment</u> Reference Appendix</p>

Art Planned Course: Ceramics – Grades 10 - 12

Unit: Enclosed Forms

Content Standard: Study and explore creating enclosed forms.

State Curriculum Standard:

Art and Humanities:

9.1.12:

A (Know and use the elements and principles of each art form to create works in the arts and humanities)

B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)

C (Integrate and apply advanced vocabulary to the arts forms)

D (Demonstrate specific styles in combination through the production or performance of a unique work of art)

G (Analyze the effect of rehearsal and practice sessions)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)

J (Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others)

9.2.12:

A (Explain the historical, cultural and social context of an individual work in the arts)

F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)

J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)

K (Identify, explain and analyze traditions as they relate to works in the arts)

L (Identify, explain and analyze common themes, forms and techniques from works in the arts)

9.3.12:

A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)

B (Determine and apply criteria to a person's work and works of others in the arts)

G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)

9.4.12:

A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)

C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)

D (Analyze and interpret a philosophical position identified in works in the arts and humanities)

Mathematics: 2.2.11: A, B, C; 2.3.11: A, B, C; 2.5.11: A, B; 2.8.11: C; 2.9.11: A, F, H (Reference Appendix C)

Reading, Writing, Speaking, Listening: 1.1.11: A, C, D, E, F; 1.2.11: A; 1.4.11: B, D; 1.5.11: A, B, C, D, E, F, G; 1.6.11: A, B, C, D, E, F; 1.8.11: B (Reference Appendix D)

Career Education and Work: 13.3.11: A, B, C, E (Reference Appendix B)

Art Planned Course: Ceramics – Grades 10 - 12

Course Content	Student Performance	Resources	Assessments
<p>A. Identify, Examine, Explore and/or Create Enclosed Form</p> <p>B. Explore/Examine Techniques and Methods of Creating Enclosed Form</p> <p>C. Develop/Practice Understanding of Working With Enclosed Forms</p> <p>D. Develop Competency Using Clay Tools, Techniques and Safety Procedures of Creating an Enclosed Form</p> <p>E. Understand/Demonstrate Knowledge in Selection and Application of Creating Enclosed Forms</p>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Participate in class discussions, demonstrations, activities, presentations and projects • Identify key terms and demonstrate a general understanding of creating an enclosed form • Read, write, speak, and/or listen in response to creating an enclosed form • Practice the techniques, and methods of creating an enclosed form 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Ceramic materials and equipment (including clay, clay tools, kiln, reclaiming slab, and work/storage areas) • Textbook: <u>The Visual Experience</u> (2005, Davis Publications, Inc.) • Visual aides (posters, slides, books, periodicals, videos, PowerPoints, student, teacher and professional work) • Teacher demonstrations • Library resources • Public resources • Art materials related to specific student performance or learning style • On – line resources (subject to change) 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Completion of projects according to course objectives • Individual and/or group critique • Peer and/or self – evaluations • Teacher observations • Teacher-developed rubric • Tests and/or quizzes • Worksheets • At-the-bell activities • Exhibiting artwork <p><u>Remediation and Enrichment</u> Reference Appendix</p>

Art Planned Course: Ceramics – Grades 10 - 12

Unit: **Non-Objective Forms**

Content Standard: **Study and explore creating non-objective forms.**

State Curriculum Standard:

Art and Humanities:

9.1.12: A, B, C, D, G, H, I, J;

A (Know and use the elements and principles of each art form to create works in the arts and humanities)

B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)

C (Integrate and apply advanced vocabulary to the arts forms)

D (Demonstrate specific styles in combination through the production or performance of a unique work of art)

G (Analyze the effect of rehearsal and practice sessions)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)

J (Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others)

9.2.12:

F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)

J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)

K (Identify, explain and analyze traditions as they relate to works in the arts)

L (Identify, explain and analyze common themes, forms and techniques from works in the arts)

9.3.12: A, B, G;

A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)

B (Determine and apply criteria to a person's work and works of others in the arts)

G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)

9.4.12:

A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)

C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)

D (Analyze and interpret a philosophical position identified in works in the arts and humanities)

Mathematics: 2.2.11: A, B, C; 2.3.11: A, B, C; 2.5.11: A, B; 2.8.11: C; 2.9.11: A, F, H (Reference Appendix C)

Reading, Writing, Speaking, Listening: 1.1.11: A, C, D, E, F; 1.2.11: A; 1.4.11: B, D; 1.5.11: A, B, C, D, E, F, G; 1.6.11: A, B, C, D, E, F; 1.8.11: B (Reference Appendix D)

Career Education and Work: 13.3.11: A, B, C, E (Reference Appendix B):

Art Planned Course: Ceramics – Grades 10 - 12

Course Content	Student Performance	Resources	Assessments
<p>A. Identify, Examine, Explore and/or Create Non-Objective Form</p> <p>B. Explore/Examine Techniques and Methods of Creating Non-Objective Form</p> <p>C. Develop/Practice Understanding of Working With Non-Objective Forms</p> <p>D. Develop Competency Using Clay Tools, Techniques and Safety Procedures of Creating Non-Objective Form</p> <p>E. Understand/Demonstrate Knowledge in Selection and Application of Creating Non-Objective Forms</p>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Participate in class discussions, demonstrations, activities, presentations and projects • Identify key terms and demonstrate a general understanding of creating a non-objective form • Read, write, speak, and/or listen in response to creating a non – objective form • Practice the techniques, and methods of creating a non-objective form 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Ceramic materials and equipment (including clay, clay tools, kiln, reclaiming slab, and work/storage areas) • Textbook: <u>The Visual Experience</u> (2005, Davis Publications, Inc.) • Visual aides (posters, slides, books, periodicals, videos, PowerPoints, student, teacher and professional work) • Teacher demonstrations • Library resources • Public resources • Art materials related to specific student performance or learning style • On – line resources (subject to change) 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Completion of projects according to course objectives • Individual and/or group critique • Peer and/or self – evaluations • Teacher observations • Teacher-developed rubric • Tests and/or quizzes • Worksheets • At-the-bell activities • Exhibiting artwork <p><u>Remediation and Enrichment</u> Reference Appendix</p>

Art Planned Course: Ceramics – Grades 10 - 12

Unit: **Pinch Forms**

Content Standard: **Study and explore creating pinch forms.**

State Curriculum Standard:

Art and Humanities:

9.1.12:

A (Know and use the elements and principles of each art form to create works in the arts and humanities)

B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)

C (Integrate and apply advanced vocabulary to the arts forms)

D (Demonstrate specific styles in combination through the production or performance of a unique work of art)

G (Analyze the effect of rehearsal and practice sessions)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)

J (Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others)

9.2.12:

F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)

J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)

K (Identify, explain and analyze traditions as they relate to works in the arts)

L (Identify, explain and analyze common themes, forms and techniques from works in the arts)

9.3.12:

A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)

B (Determine and apply criteria to a person's work and works of others in the arts)

G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)

9.4.12:

A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)

C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)

D (Analyze and interpret a philosophical position identified in works in the arts and humanities)

Mathematics: 2.2.11: A, B, C; 2.3.11: A, B, C; 2.5.11: A, B; 2.8.11: C; 2.9.11: A, F, H (Reference Appendix C)

Reading, Writing, Speaking, Listening: 1.1.11: A, C, D, E, F; 1.2.11: A; 1.4.11: B, D; 1.5.11: A, B, C, D, E, F, G; 1.6.11: A, B, C, D, E, F; 1.8.11: B
(Reference Appendix D)

Career Education and Work: 13.3.11: A, B, C, E (Reference Appendix B)

Art Planned Course: Ceramics – Grades 10 - 12

Course Content	Student Performance	Resources	Assessments
<p>A. Identify. Examine, Explore and/or Create Pinch Form</p> <p>B. Explore/Examine Techniques and Methods of Creating Pinch Form</p> <p>C. Develop/Practice Understanding of Working with Pinch Forms</p> <p>D. Develop Competency Using Clay Tools, Techniques and Safety Procedures of Creating Pinch Form</p> <p>E. Understand/Demonstrate Knowledge in Selection and Application of Creating Pinch Forms</p>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Participate in class discussions, demonstrations, activities, presentations and projects • Identify key terms and demonstrate a general understanding of creating a pinch form • Read, write, speak, and/or listen in response to creating a pinch form • Practice the techniques, and methods of creating pinch form 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Ceramic materials and equipment (including clay, clay tools, kiln, reclaiming slab, and work/storage areas) • Textbook: <u>The Visual Experience</u> (2005, Davis Publications, Inc.) • Visual aides (posters, slides, books, periodicals, videos, PowerPoints, student, teacher and professional work) • Teacher demonstrations • Library resources • Public resources • Art materials related to specific student performance or learning style • On – line resources (subject to change) 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Completion of projects according to course objectives • Individual and/or group critique • Peer and/or self – evaluations • Teacher observations • Teacher-developed rubric • Tests and/or quizzes • Worksheets • At-the-bell activities • Exhibiting artwork <p><u>Remediation and Enrichment</u> Reference Appendix</p>

Art Planned Course: Ceramics – Grades 10 - 12

Unit: **Slab Forms**

Content Standard: **Study and explore creating slab forms.**

State Curriculum Standard:

Art and Humanities:

9.1.12:

A (Know and use the elements and principles of each art form to create works in the arts and humanities)

B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)

C (Integrate and apply advanced vocabulary to the arts forms)

D (Demonstrate specific styles in combination through the production or performance of a unique work of art)

G (Analyze the effect of rehearsal and practice sessions)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)

J (Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others)

9.2.12:

A (Explain the historical, cultural and social context of an individual work in the arts)

F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)

J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)

K (Identify, explain and analyze traditions as they relate to works in the arts)

L (Identify, explain and analyze common themes, forms and techniques from works in the arts)

9.3.12:

A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)

B (Determine and apply criteria to a person's work and works of others in the arts)

G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)

9.4.12:

A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)

C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)

D (Analyze and interpret a philosophical position identified in works in the arts and humanities)

Mathematics: 2.2.11: A, B, C; 2.3.11: A, B, C; 2.5.11: A, B; 2.8.11: C; 2.9.11: A, F, H (Reference Appendix C)

Reading, Writing, Speaking, Listening: 1.1.11: A, C, D, E, F; 1.2.11: A; 1.4.11: B, D; 1.5.11: A, B, C, D, E, F, G; 1.6.11: A, B, C, D, E, F; 1.8.11: B (Reference Appendix D)

Career Education and Work: 13.3.11: A, B, C, E (Reference Appendix B)

Art Planned Course: Ceramics – Grades 10 - 12

Course Content	Student Performance	Resources	Assessments
<p>A. Identify, Examine, Explore and/or Create Slab Form</p> <p>B. Explore/Examine Techniques and Methods of Creating Slab Form</p> <p>C. Develop/Practice Understanding of Working With Slab Forms</p> <p>D. Develop Competency Using Clay Tools, Techniques and Safety Procedures of Creating Slab Form</p> <p>E. Understand/Demonstrate Knowledge in Selection and Application of Creating Slab Forms</p>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Participate in class discussions, demonstrations, activities, presentations and projects • Identify key terms and demonstrate a general understanding of creating a slab form • Read, write, speak, and/or listen in response to creating a slab form • Practice the techniques, and methods of creating a slab form 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Ceramic materials and equipment (including clay, clay tools, kiln, reclaiming slab, and work/storage areas) • Textbook: <u>The Visual Experience</u> (2005, Davis Publications, Inc.) • Visual aides (posters, slides, books, periodicals, videos, PowerPoints, student, teacher and professional work) • Teacher demonstrations • Library resources • Public resources • Art materials related to specific student performance or learning style • On – line resources (subject to change) 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Completion of projects according to course objectives • Individual and/or group critique • Peer and/or self – evaluations • Teacher observations • Teacher-developed rubric • Tests and/or quizzes • Worksheets • At-the-bell activities • Exhibiting artwork <p><u>Remediation and Enrichment</u> Reference Appendix</p>

Art Planned Course: Ceramics – Grades 10 - 12

Unit: Technique, Methods and Safety Procedures of Working with Clay and Clay Tools/Equipment.

Content Standard: Study and explore a variety of ceramic techniques and methods.

State Curriculum Standard:

Art and Humanities:

9.1.12:

B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)

C (Integrate and apply advanced vocabulary to the arts forms)

E (Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques)

G (Analyze the effect of rehearsal and practice sessions)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)

J (Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others)

K (Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities)

9.2.12:

C (Relate works in the arts to varying styles and genre and to the periods in which they were created)

F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)

G (Relate works in the arts to geographic regions)

J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)

L (Identify, explain and analyze common themes, forms and techniques from works in the arts)

9.3.12:

A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)

B (Determine and apply criteria to a person's work and works of others in the arts)

C (Apply systems of classification for interpreting works in the arts and forming a critical response)

G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)

9.4.12:

A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)

D (Analyze and interpret a philosophical position identified in works in the arts and humanities)

Mathematics: 2.2.11: A, B, C; 2.3.11: A, B, C; 2.5.11: A, B; 2.8.11: C; 2.9.11: A, F, H (Reference Appendix C)

Reading, Writing, Speaking, Listening: 1.1.11: A, C, D, E, F; 1.2.11: A; 1.4.11: B, D; 1.5.11: A, B, C, D, E, F, G; 1.6.11: A, B, C, D, E, F; 1.8.11: B (Reference Appendix D)

Career Education and Work: 13.3.11: A, B, C, E: (Reference Appendix B)

Art Planned Course: Ceramics – Grades 10 - 12

Course Content	Student Performance	Resources	Assessments
<p>A. Identify, Examine, Explore and/or Create Ceramic Forms Using Proper Techniques/Methods, and Following Proper Safety Procedures of Working with Clay, Clay Tools, Equipment</p> <p>B. Explore/Examine Techniques and Methods of Working with Ceramics</p> <p>C. Develop/Practice Understanding of Wedging Clay</p> <p>D. Develop/Practice Understanding of Slipping and Scoring Clay</p> <p>E. Develop/Practice Understanding of Cutting Clay</p> <p>F. Develop/Practice Understanding of Reclaiming Clay</p> <p>G. Develop/Practice Understanding of Firing Clay (Bisque and Glaze)</p> <p>H. Develop/Practice Understanding of Glazing and Finishing Ceramic Pieces</p> <p>I. Develop/Practice Understanding for Safety Procedures and Methods</p>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Participate in class discussions, demonstrations, activities, presentations and projects • Identify key terms and demonstrate a general understanding of techniques, methods and safety procedures of working with clay and clay tools/equipment • Read, write, speak, and/or listen in response to techniques, methods, and safety procedures of working with clay, clay tools/equipment • Practice the techniques, methods and safety procedures of working with clay and clay tools/equipment 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Ceramic materials and equipment (including clay, clay tools, kiln, reclaiming slab, and work/storage areas) • Textbook: <u>The Visual Experience</u> (2005, Davis Publications, Inc.) • Visual aides (posters, slides, books, periodicals, videos, PowerPoints, student, teacher and professional work) • Teacher demonstrations • Library resources • Public resources • Art materials related to specific student performance or learning style • On – line resources (subject to change) 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Completion of projects according to course objectives • Individual and/or group critique • Peer and/or self – evaluations • Teacher observations • Teacher-developed rubric • Tests and/or quizzes • Worksheets • At-the-bell activities • Exhibiting artwork <p><u>Remediation and Enrichment</u> Reference Appendix</p>

Art Planned Course: Ceramics – Grades 10 - 12

Unit: Utilitarian Forms

Content Standard: **Study and explore creating utilitarian forms.**

State Curriculum Standard:

Art and Humanities:

9.1.12:

A (Know and use the elements and principles of each art form to create works in the arts and humanities)

B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)

C (Integrate and apply advanced vocabulary to the arts forms)

D (Demonstrate specific styles in combination through the production or performance of a unique work of art)

G (Analyze the effect of rehearsal and practice sessions)

H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)

I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)

J (Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others)

9.2.12:

F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)

J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)

K (Identify, explain and analyze traditions as they relate to works in the arts)

L (Identify, explain and analyze common themes, forms and techniques from works in the arts)

9.3.12:

A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)

B (Determine and apply criteria to a person's work and works of others in the arts)

G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)

9.4.12:

A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)

C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)

D (Analyze and interpret a philosophical position identified in works in the arts and humanities)

Mathematics: 2.2.11: A, B, C; 2.3.11: A, B, C; 2.5.11: A, B; 2.8.11: C; 2.9.11: A, F, H (Reference Appendix C)

Reading, Writing, Speaking, Listening: 1.1.11: A, C, D, E, F; 1.2.11: A; 1.4.11: B, D; 1.5.11: A, B, C, D, E, F, G; 1.6.11: A, B, C, D, E, F; 1.8.11: B
(Reference Appendix D)

Career Education and Work: 13.3.11: A, B, C, E (Reference Appendix B)

Art Planned Course: Ceramics – Grades 10 - 12

Course Content	Student Performance	Resources	Assessments
<p>A. Explore/Examine Techniques and Methods of Creating Utilitarian Form</p> <p>B. Develop/Practice Understanding of Working With Utilitarian Forms</p> <p>C. Develop Competency Using Clay Tools, Techniques and Safety Procedures of Creating Utilitarian Form</p> <p>D. Understand/Demonstrate Knowledge in Selection and Application of Creating Utilitarian Forms</p>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Participate in class discussions, demonstrations, activities, presentations and projects • Identify key terms and demonstrate a general understanding of creating a utilitarian form • Read, write, speak, and/or listen in response to creating a utilitarian • Practice the techniques, and methods of creating a utilitarian form 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Ceramic materials and equipment (including clay, clay tools, kiln, reclaiming slab, and work/storage areas) • Textbook: <u>The Visual Experience</u> (2005, Davis Publications, Inc.) • Visual aides (posters, slides, books, periodicals, videos, PowerPoints, student, teacher and professional work) • Teacher demonstrations • Library resources • Public resources • Art materials related to specific student performance or learning style • On – line resources (subject to change) 	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Completion of projects according to course objectives • Individual and/or group critique • Peer and/or self – evaluations • Teacher observations • Teacher-developed rubric • Tests and/or quizzes • Worksheets • At-the-bell activities • Exhibiting artwork <p><u>Remediation and Enrichment</u> Reference Appendix</p>