
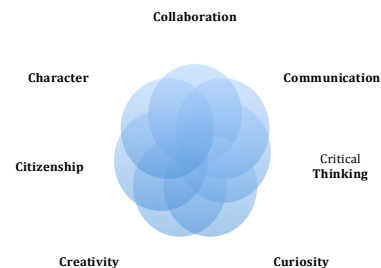


Content Area: Art		Course: Ceramics II	Grade Level: 9-12
		R14 The Seven Cs of Learning 	
Unit Titles		Length of Unit	
• Mugs		• 2 weeks	
• Vases		• 2-3 weeks	
• Teapots		• 3-4 weeks	
• Organic Relief Wall Textures		• 2 weeks	
• Independent Series		• 4-5 weeks	
• Sgraffito & Glazing		• ongoing	
• Artist Files		• ongoing	

Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Present	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding
Respond	<ul style="list-style-type: none"> • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • Visual imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Connect	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit 1	Mugs	Length of Unit	2 weeks
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Inquiry Questions (Engaging & Debatable)	How can everyday objects communicate visually and be described as art? Why does the design of everyday objects matter?
Standards*	Create: Investigate: VA: Cr2.3.IIa
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Functional Art ● Form Follows Function
Key Vocabulary	centering, bat, trimming, base, walls, kidney, sponge, wire tool, drawing up or out, pulling, loop handle, vessel

*Standards based on National Core Arts Standards

For more information visit: <https://www.nationalartsstandards.org>

Unit Title	Mugs	Length of Unit	2 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • that everyday objects can also be art and communicate visually • why design of everyday objects matters 	<ul style="list-style-type: none"> • Bring their favorite mug to school for analysis and discussion • Sketch various designs for functional yet expressive mugs, including the proportions, handles, lip, and base • Pull up one or more mugs on the wheel with consistent walls • Pull a handle(s) and attach securely and seamlessly to mug(s) • Trim and detach pieces from the wheel • Apply texture or motif to surface, then appropriately glaze • Consider the ergonomics and function of their pieces as they design and build • Participate in a final critique of finished mugs

Assessments:	Formative-teacher and peer feedback Interim-artist files and critiques Summative-rubric and reflection
Teacher Resources:	Video: pulling handles Google Classroom Artist Websites

Unit 2	Vases	Length of Unit	2-3 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How has the form of the vase evolved over time? • How does the vase form lend itself to various types of visual communication?
Standards*	Create: Investigate- Plan- Make VA:Cr1.2.IIa Investigate: VA: Cr2.3.IIa Reflect- Refine- Continue: VA: Cr3.1.IIa
Unit Strands & Concepts	<ul style="list-style-type: none"> • Brief intro to vase forms in art history • Vase as art and functional object
Key Vocabulary	amphora, loop handle, lug handle, knob handle, neck, mouth, lip, body, foot, vessel

Unit Title	Vases	Length of Unit	2-3 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the vase form has a rich history vase forms are aesthetically pleasing, functional, and ubiquitous the vase form lends itself well to various types of visual communication 	<ul style="list-style-type: none"> sketch several vase forms that explore expressive bodies, necks, positive/negative space, and different types of handles participate in a discussion of vase anatomy, handle types, and consider vase forms from different cultures with a history of pottery (Greek, Lithuanian, Chinese, etc.) select handbuilding, wheel, and/or extruder processes that best support their design build an expressive vase using the wheel or a combination of handbuilding techniques participate in in-progress and final critiques, provide peer feedback during studio time solve craftsmanship issues and maintain stages of clay

Assessments:	Formative-teacher and peer feedback Interim-artist files and critiques Summative-rubric and reflection
Teacher Resources:	Google Classroom Artist Websites

Unit 3	Teapots	Length of Unit	3-4 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does design affect the function and expressiveness of a teapot? • How does design and craftsmanship play a significant role in creating a complex form such as a teapot? 		
Standards*	Create: Investigate- Plan- Make VA:Cr1.2.IIa Investigate: VA: Cr2.3.IIa Reflect- Refine- Continue: VA: Cr3.1.IIa		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Teapots as Benchmark Ceramic Forms • Form Follows Function 		
Key Vocabulary	handle, spout, strainer, body, neck, flange, knob, footing		

Unit Title	Teapots	Length of Unit	3-4 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how design affects the function and expressiveness of a teapot • how design and craftsmanship play a significant role in creating a complex form such as a teapot 	<ul style="list-style-type: none"> • sketch several teapot forms that explore expressive form anatomy, function and subject matter • participate in a discussion of teapots as a benchmark form, ways artists use teapots as expressive artworks and various ways to make functional teapot forms • select handbuilding, wheel, and/or extruder processes that best support their design • build an expressive teapot using the wheel or a combination of handbuilding techniques • participate in in-progress and final critiques, provide peer feedback during studio time • solve craftsmanship issues and maintain stages of clay

Assessments:	Formative-teacher and peer feedback Interim-artist files and critiques Summative-rubric and reflection
Teacher Resources:	Video: how to build a spout Google Classroom Artist Websites

Unit 4	Organic Relief Wall Textures	Length of Unit	2 weeks
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Inquiry Questions (Engaging & Debatable)	In what ways can ceramics be used as a medium to make non-functional art? What is the difference between finding influence in nature and creating art that is representational of nature?
Standards*	Present: Analyze: VA:Pr5.1.IIa Respond: Perceive: VA:Re7.1.IIa
Unit Strands & Concepts	<ul style="list-style-type: none"> • Relief vs. In-the-Round • Repetition
Key Vocabulary	repetition, organic, relief

Unit Title	Organic Relief Wall Textures	Length of Unit	2 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ceramics can be used as a medium to make non-functional art the difference between finding influence in nature and creating art that is representational of nature 	<ul style="list-style-type: none"> brainstorm forms and textures from nature that can inspire a wall relief sketch various solutions to the assignment that demonstrate repetition, an expressive representation of the selected subject matter, and technical concerns such as clay properties and display explore various techniques for forming relief textures from clay, including the extruder, applying texture with tools, coil, and pinch build a panel that can be hung on a wall, shows repetition, and includes forms and textures inspired by nature participate in in-progress and final critiques, provide peer feedback during studio time solve craftsmanship issues and maintain stages of clay

Assessments:	Formative-teacher and peer feedback Interim-artist files and critiques Summative-rubric and reflection
Teacher Resources:	Google Classroom Artist Websites

Unit 5	Independent Series	Length of Unit	4-5 Weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can artists explore content across a series of artworks? • How do artists demonstrate visual unity using form, texture, pattern, and color?
Standards*	<p>Create: Investigate- Plan- Make: VA:Cr1.1.IIa Investigate- Plan- Make VA:Cr1.2.IIa Investigate: VA:Cr2.1.IIa Reflect- Refine- Continue: VA: Cr3.1.IIa</p> <p>Present: Select: VA:Pr4.1.IIa Analyze: VA:Pr5.1.IIa</p>
Unit Strands & Concepts	<ul style="list-style-type: none"> • Personal Voice
Key Vocabulary	unity, content

Unit Title	Independent Series	Length of Unit	4-5 Weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how artists explore content across a series of artworks • how to demonstrate visual unity using form, texture, pattern, and color 	<ul style="list-style-type: none"> • develop a theme that can be applied to a series of ceramics pieces • complete preliminary work pertaining to the series, including the type of vessel, sculpture, or relief, the content, and individual forms • demonstrate in preliminary work how the pieces will be cohesive unit, including what visual elements will be repeated • select ceramics processes with which to build series • create 3-4 ceramic pieces that explore similar content, visual elements, and function • participate in in-progress and final critiques, provide peer feedback during studio time • solve craftsmanship issues and maintain stages of clay

Assessments:	Formative-teacher and peer feedback Interim-artist files and critiques Summative-rubric and reflection
Teacher Resources:	Google Classroom Artist Websites

Unit 6	Sgaffito & Glazing	Length of Unit	Ongoing
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Inquiry Questions (Engaging & Debatable)	What are the various ways ceramic artists complete the surfaces of their artworks ? How can surface treatments in ceramics be expressive and/or functional?
Standards*	Create: Investigate- Plan- Make VA:Cr1.2.IIa Investigate: VA:Cr2.1.IIa Respond: Perceive: VA:Re7.2.IIa Analyze: VA:Re8.1.IIa
Unit Strands & Concepts	<ul style="list-style-type: none"> • Surface Treatment • Cohesive Elements
Key Vocabulary	motif, unity, content, texture, engobe, sgraffito, glaze, underglaze, line, repetition, ribbon tool

Unit Title	Sgaffito & Glazing	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the various ways ceramic artists complete the surfaces of their artworks how surface treatment in ceramics can be expressive and/or functional 	<ul style="list-style-type: none"> observe, discuss, and respond to how ceramic artists use glaze, underglaze, or sgraffito in their projects select glazes based on the form, content, and function of their projects apply glazes and use sgraffito techniques properly for full coverage, good craftsmanship, and easy firing apply surface treatment that works in cohesion with the pottery and expresses student voice give and receive process feedback with teacher and peers

Assessments:	Formative-teacher and peer feedback Interim-artist files and critiques Summative-rubric and reflection
Teacher Resources:	Artist Websites Google Classroom

Unit 7	Artist Files	Length of Unit	Ongoing
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do personal backgrounds, experiences, and education play a role in how artists create? • How does personal voice, technique, and process work in concert to create expressive art?
Standards*	Create: Share: VA:Pr6.1.IIa
Unit Strands & Concepts	<ul style="list-style-type: none"> • Investigate and respond to master artworks and process • Discover personal aesthetic
Key Vocabulary	content, process, elements of art, principles of design

Unit Title	Artist Files	Length of Unit	ONGOING
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> personal backgrounds, experiences, and education play a role in how artists create personal voice, technique, and process work in concert to create expressive art 	<ul style="list-style-type: none"> complete an artist file entry into their collection for each unit of the semester summarize artist background and describe artwork analyze artwork using elements and principles provide individual response to artwork with supporting statements collect images for each entry find connections between their own personal aesthetic and process and the artists they choose

Assessments:	Interim-artist file rubric
Teacher Resources:	Google Classroom Artist Websites

Unit Title	The Etiquette of Art	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? What role doe persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>		
Standards*	<p>Create: Investigate: VA:Cr2.2.IIa Reflect- Refine- Continue: VA: Cr3.1.IIa Present: Select: VA:Pr4.1.IIa Analyze: VA:PR5.1.IIa Share: VA:Pr6.1.IIa Respond: Perceive:VA:Re7.2.IIa Analyze: VA:Re8.1.IIa Interpret: VA:Re9.1.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Art Critique (peer, self, and teacher) • Art Show (preparation, set up, striking) • Art Room Etiquette 		
Key Vocabulary	<p>Elements of art, principles of design Four steps of art criticism: description, analysis, interpretation, judgment.</p>		

Unit Title	The Etiquette of Art	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • art is a vehicle to express emotions, values, attitudes, and ideas • the process of critique 	<ul style="list-style-type: none"> • demonstrate responsibility and care in the use of art facilities, tools, and materials • respond to the formal and sensory qualities in a work of art and define their personal preferences • communicate constructive criticism through peer and self class critiques. • participate in various art exhibits • work independently and respect the work of others • select a body of work that contains the essence of one's creative efforts • maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment • formulate a working visual arts vocabulary • develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance) • understand other world cultures as they related to the experience and variety of different art forms • appropriate vocabulary to describe and evaluate their own work and the work of others • evaluate, interpret and make personal statements about works of art

Assessments:	Formative-teacher and peer feedback, exploring medium exercise, Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium Former student work

Unit Title	Art History	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence chape deas, beliefs, and experiences? How do objects, artifact, and artworks collected, preserved, or presented, cultivate appreciate and understanding?</p> <p>How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life?</p>		
Standards*	<p>Present: Share: VA:Pr6.1.IIa</p> <p>Connect: Relate: VA:Cn11.1.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Content • Technique • Cultural Concepts • The evolution of art 		
Key Vocabulary	movement, the elements of art and principles of design, critique, appreciation, relevance		

Unit Title	Art History	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● art history is the study and appreciation of art and artists within the context of past and present cultures ● artists and the periods in which they worked ● movements and styles ● an understanding of how individual artists work ● art as a basic and universal language ● artists synthesize the ideas of their own and other cultures to create their work ● artists have communicated ideas in different ways 	<ul style="list-style-type: none"> ● incorporate historical reference into studio activities ● recognize common elements in different artists' work that represent a movement ● make connections between their understanding of their heritage, social experience, and environment as it allows them to understand themselves and the similarities and diversities of mankind ● make connections between art and culture ● develop an appreciation for cross-cultural influences in art ● recognize that art and the artist connecting links between cultures ● develop an understanding of how the ideas expressed in a students' work relate to past and present art and culture

Assessments:	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium Former student work