

Winslow Township School District

9-12 Art I

Unit 2: Clay

Overview: This unit provides a comprehensive study in methods of sculpture, hand-built clay construction and basic wheel throwing techniques. Students explore three-dimensional design while developing both useful and sculptural forms. Creativity and quality craftsmanship are emphasized. Students will study the origins of art forms within a historical and cultural context, as well as aesthetic movements, influence, and interrelationships. Students will continue to maintain an ongoing paper or electronic art portfolio.

Overview	Standards of Visual and Performing Arts	Unit Focus	Essential Questions
Unit 2 Clay	1.5.12prof.Cr1a 1.5.12prof.Cr1b 1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12adv.Cr1a 1.5.12adv.Cr1b 1.5.12prof.Cr2a 1.5.12prof.Cr2b 1.5.12prof.Cr2c 1.5.12acc.Cr2a 1.5.12acc.Cr2b 1.5.12acc.Cr2c 1.5.12adv.Cr2a 1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12adv.Cr3a WIDA 1	<ul style="list-style-type: none"> • Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. • Synthesize the elements of art and principles of design in an original portfolio of three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. • Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of visual, and multimedia artwork from diverse cultural contexts and historical eras. • Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. 	<ul style="list-style-type: none"> • What are the stages of clay? Why is it important to work in the appropriate stage? • How do you join two pieces of clay? • Why is it important to use specific clay tools? • How have artist today been influenced by artist of the past? • How will students develop an appreciation and understanding of the importance of the arts within culture? • How is a uniform coil created? • How is a coil joined properly? • How the form is altered using coils? • How can coils be used as a decoration? • Why is it important to glaze ceramics? • Why is it important to decorate ceramics? • How is glaze applied? • Why do you decorate the surface of leather hard clay? • How is underglaze applied? • How is a slab pot formed? • Why do you use a leather hard slab or a soft slab?

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<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none">• The stages of clay are soft, leatherhard, bone dry and bisque. It is important for attaching, carving, and making the piece structurally sound.• Score, slip and/or blend to properly join two pieces of clay.• It is important to use specific clay tools to achieve desired outcome and understand the proper use.• To create a uniform coil, use soft clay and roll a cylinder using even pressure with your palm.• Coils can be created by scoring, slipping and/or blending.• The coils can be attached on the outside to expand the form and on the inside to constrict the form.• Coils can be spiraled, braided, altered as examples to become decoration.• To create a uniform coil, use soft clay and roll a cylinder using even pressure with your palm.• Coils can be created by scoring, slipping and/or blending.• The coils can be attached on the outside to expand the form and on the inside to constrict the form.• Coils can be spiraled, braided, altered as examples to become decoration.• A slab is formed by rolling out clay with a slab roller or rolling pin to get a uniform thickness.• A leatherhard slab is used when a flat surface is needed, whereas a soft slab allows for the form to be manipulated.• Glazing ceramics seals the form, making it functional and nonporous. Glazing can make the piece dinnerware safe if the appropriate glaze is used.• It is important to decorate clay to make it aesthetically pleasing.• Glaze can be applied with a brush, sponge, glaze pen, and dipping.• Decorating leatherhard clay can be achieved through sgraffito, incising, and excising.• Underglaze can be applied on bisqueware in an opaque manner or diluted with water. Underglaze can also be applied on leatherhard clay using masking and sgraffito, etc.	
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Curriculum Unit 2	Standards		Pacing	
			Days	Unit Days
Unit 2: Visual Art	1.5.12.prof.Cr1a	Use multiple approaches to begin creative endeavors.	15	45
	1.5.12.prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.		
	1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.		
	1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		
	1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.		
	1.5.12adv.Cr1b	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.		
	1.5.12.prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.	17	
	1.5.12.prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.		

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	1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.		
	1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form		
	1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.		
	1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.		
	1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.		
	1.5.12adv.Cr2b	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.		
	1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives		
	1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.	8	
	1.5.12acc.Cr3a	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.		
	1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.		
	Assessment, Re-teach and Extension		5	

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Unit 2 Grade 9-12

Enduring Understanding	Indicator #	Indicator
<p>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 art-making goals.</p>	<p align="center">1.5.12prof.Cr1a</p> <p align="center">1.5.12prof.Cr1b</p> <p align="center">1.5.12acc.Cr1a</p> <p align="center">1.5.12acc.Cr1b</p> <p align="center">1.5.12adv.Cr1a</p> <p align="center">1.5.12adv.Cr1b</p>	<p>Use multiple approaches to begin creative endeavors.</p> <p>Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>Individually and collaboratively formulate new creative problems based on student’s existing artwork.</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>Visualize and generate art and design that can affect social change.</p> <p>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.</p>
<p>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.</p>	<p align="center">1.5.12prof.Cr2a</p> <p align="center">1.5.12prof.Cr2b</p> <p align="center">1.5.12prof.Cr2c</p> <p align="center">1.5.12acc.Cr2a</p> <p align="center">1.5.12acc.Cr2b</p>	<p>Engage in making a work of art or design without having a preconceived plan.</p> <p>Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</p> <p>Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>Demonstrate awareness of ethical implications of making and distributing creative work.</p>

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	<p align="center">1.5.12acc.Cr2c</p> <p align="center">1.5.12adv.Cr2a</p> <p align="center">1.5.12adv.Cr2b</p> <p align="center">1.5.12adv.Cr2c</p>	<p>Redesign an object, system, place, or design in response to contemporary issues.</p> <p>Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p>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.</p> <p>Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</p>
<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p>	<p align="center">1.5.12prof.Cr3a</p> <p align="center">1.5.12acc.Cr3a</p> <p align="center">1.5.12adv.Cr3a</p>	<p>Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</p> <p>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> <p>Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision</p>

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Assessment Plan

<ul style="list-style-type: none"> • Quarterly Assessment: Performance- Based • Maintain a art portfolio over time (paper or digital) with journal reflections, research ideas, notation, critiques, photographs, clippings about art from magazines and newspapers. 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Analyzing primary source documents on the history of art and the cultures of origin. • Conduct short research projects on the cultural origins of art to support analysis, reflection, and research • Use technology to create a presentation on the impact of art on specific groups of people and historical events.
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Resources

Activities

<ul style="list-style-type: none"> • https://www.khanacademy.org/humanities/art-history/approaches-to-art-history/an-introduction-to-art-history • http://besthistorysites.net/art-history/ • https://www.wikihow.com/Make-a-Pinch-Pot • http://www.lakesidepottery.com/Pages/Pottery-tips/Making-a-clay-coiled-pot-Lakeside-Pottery-Tutorial.htm • https://www.thesprucecrafts.com/make-a-basic-slab-pot-2746207 • https://ceramicartsnetwork.org/daily/pottery-making-techniques/ceramic-glazing-techniques/12-pottery-glazing-tips/ • https://study.com/academy/lesson/what-is-art-history-definition-overview.html 	<ul style="list-style-type: none"> • Research, the artist of study and how the artist work reflected in your art work. • Research the medium of study and the difference in today's medium. • Create an original pottery using all techniques, pinch, coil, and slab. • Glaze pottery • Write a critique on artist masterworks by comparing and contrasting two different genres that are from the same time period.
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Instructional Best Practices and Exemplars

<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Art Curriculum.

- Provide extended time for written responses and reports.
- Create a word wall with cultural Art names/vocabulary.
- Leveled texts for analyzing primary and secondary sources

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Provide an outline for journal entries and research tasks.
- Provide extended time for written responses and reports.
- Encourage student choice of topics / genres.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

Grades 9-12 WIDA Can Do Descriptors:

Listening Speaking Reading Writing Oral Language

This particular unit has limited language barriers due to the physical nature of the curriculum. The following can be utilized: Review previously learned art terminology. Include terms for human emotions. Students will use their artwork to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board. Students in pairs will create art display to relate the emotions created by the scene.

- Display labeled images of art movements.
- Use artwork to respond to theme / emotion in sound
- Display artwork.
- Assign an art partner.

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Art requirements. This will include allowing more opportunities to demonstrate creativity and the design of original artwork. In addition, the following can be utilized:

- Alternate Learning Activities/Units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- Create an original artwork based on the cultural themes and art elements from related historical art movements.
- Compare and contrast historical/ cultural art from different time periods and geographic regions.
- Become an expert on one medium/ style and teach the history, influence, and performance of this style to peers.

Additional Strategies may be located at the links:

❖ [Gifted Programming Standards](#)

❖ [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)

❖ [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

Interdisciplinary

Connections: ELA

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.