

Winslow Township School District

Grade 12 Art SAS

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
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<p><u>Unit 2</u> Clay</p>	<p>1.5.12adv.Re8a 1.5.12adv.Cr1a 1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12adv.Pr5a 1.5.12adv.Cr3a 1.5.12adv.Pr4a 1.5.12adv.Cn10a WIDA Standard 11</p>	<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. • Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used. • Analyze the syntax and compositional and stylistic principles of three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. • Identify the styles and artistic processes used in the creation of culturally and historically diverse three-dimensional artworks, and emulate those styles by creating an original body of work. • 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. 	<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? • Why are pots created on a pottery wheel instead of hand building them? • How is a wheel pot created on a pottery wheel? • How are different forms created on the wheel? • How is a sculpture formed? • Why is it important to build a sculpture in the round?
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		<ul style="list-style-type: none"> • Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. • Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. • Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world. • 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"> • Why is it important to hollow out a sculpture?
<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. 		

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- 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.
- The pottery wheel allows for uniformity and efficiency.
- Through centering, coning, opening and shaping a wheel vessel is formed.
- Different forms are created by changing the amount of clay used and the way it is opened.
- Through additive and subtractive hand building methods a sculpture can be formed.
- When creating a sculpture in the round it is important to think about all sides of the form.
- A sculpture must be hollowed out to prevent breakage. It is important to have a uniform wall thickness to prevent cracking.

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Curriculum Unit 2	Standards		Pacing	
			Days	Unit Days
Unit 2: Visual Art	1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	4	45
	1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.	4	
	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.	4	
	1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	4	
	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.	4	
	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	4	
	1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.	4	
	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.	4	
	1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	4	
	1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.	4	
Assessment, Re-teach and Extension			5	

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Enduring Understanding	Indicator #	Indicator
People gain insights into meanings of artworks by engaging in the process of art criticism.	1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
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.	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.
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.	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.
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.	1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	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.
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.	1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

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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.
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/ • http://www.lakesidepottery.com/Pages/Pottery-tips/Throwing-a-pot-Lakeside-Pottery-Tutorial.htm • https://www.wikihow.com/Throw-a-Pot • https://study.com/academy/lesson/what-is-art-history-definition-overview.html • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ 	<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. • Create a vase and bowl using the potter's wheel. • Glaze pottery and use underglaze to create a design. • 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	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills	
<p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>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).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>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.</p> <p>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/</p>	

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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

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.

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>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.</p> <ul style="list-style-type: none">• Display labeled images of art movements.• Use artwork to respond to theme / emotion in sound• Display artwork.• Assign an art partner.	<p>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:</p> <ul style="list-style-type: none">• 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. <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none">❖ 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.