

Adv. Ceramics Curriculum Map, Canavan: Updated April 2014

Week	Content/Project (Tells what the student will know)	Standard Assessed	Skill (tells what the student will do)/Benchmarks	Essential Question(s) (Creates a reason for student to learn the content)	Assessment
1	Welcome/Safety/Pretesting student knowledge/	<p>~Understand and Demonstrate knowledge of Artistic Foundations</p> <p>~Artistic Process- Create or make using the artistic foundations</p> <p>~Artistic Process- Perform or present using the artistic foundations</p> <p>~Artistic Process- Respond to or critique using the artistic process</p>	<p>Student will set up course logins/apps for use in class to receive/complete/turn in sketches, papers, evaluations, and critiques.</p> <p>Student will listen and complete a Review/Sign Safety Agreement before he/she will be allowed to work with material beyond introduction.</p> <p>Student will establish goals for the term and decide if they prefer creating functional work or sculptural/conceptual work.</p> <p>Student will create 5 test tiles to use towards testing glazes for future projects.</p> <p>Student will create name stamp to use on each to identify their work.</p> <p>Student will create two original texture stamps to use on their future projects as textures and/or patterns.</p> <p>Student will create something of their choice on the wheel as a Pre-test.</p> <p>Student will practice wheel throwing cylinders for a cylinder assessment.</p> <p>9.1.1.5.4 Apply understanding of the health and safety issues related to creating in art</p>	<p>-Who is Mrs. Canavan?</p> <p>-What will I be doing in ceramics, and what is expected of me?</p> <p>-What other creative resources does Mrs. C have available for me to aid in my projects?</p> <p>-Who am I, and what do I want to achieve in this course? Do I prefer functional or conceptual ceramics?</p> <p>-What is the purpose of a test tile, and how can it help a ceramic artist?</p> <p>-How do I create stamps for my name as well as for customized patterns and textures to enhance my designs later as a functional tool?</p> <p>-What do I remember about throwing, what can I do, and can I throw a proper cylinder?</p>	<p>Goal Setting</p> <p>Sign Safety Agreement</p> <p>Wheel throwing Pre-test</p> <p>5 Test Tiles</p> <p>Name Stamp</p> <p>2 texture stamps</p> <p>Digital Portfolio Entry</p>
1-3	Artist Inspired Researched Form	<p>~Artistic Foundations</p> <p>~Artistic Process- Respond to or critique using the artistic</p>	<p>Student will research an artist that inspires he/she, write a brief background on their education, work, and inspiration for their art. He/she will then analyze a particular piece</p>	<p>1: How does it benefit an artist to look at other artists' work/experience?</p>	<p>Artist Paper and Analysis</p> <p>Sketches</p>

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		<p>process ~Artistic Process- Perform or present using the artistic foundations ~Artistic Process- Respond to or critique using the artistic process</p>	<p>using the four steps: describe, analyze, interpret, and judge.</p> <p>Student will take a particular design of the artist he/she writes about to inspire a new version of the form with his/her own interpretation. Form can be hand-built or thrown. Drawn out sketches first, then start creating.</p> <p>Student will throw two cylinders on the wheel that are 4 inches tall, 3 inches wide, pinky width thickness throughout, and 90 degree angle from floor to wall. He/she will cut both in half to display the technical skill.</p> <p>Student will watch demos as needed on an individual basis.</p> <p>Student will pre-critique and critique with a partner before first firing as well as after glaze firing.</p> <p>Student will self-assess on rubric after piece is complete.</p> <p>9.1.1.5.3 Analyze how the characteristics of Western 9.1.1.5.3 Analyze how the characteristics of Western and non-Western styles, movements, and genres in art contribute to the creation of, presentation of, or response to artworks.</p> <p>9.1.2.5.1 Integrate the characteristics of the tools, materials and techniques of a selected media in original artworks to support artistic purposes.</p> <p>9.2.1.5.1 Create a single, complex artwork or multiple artworks to express ideas.</p> <p>9.2.1.5.2 Revise artworks based on artistic intent and using multiple sources of critique and feedback.</p> <p>9.4.1.5.2 Justify choices of self-selected criteria</p>	<p>2: How can another artist inspire you to create something new/what can you learn from them?</p> <p>3: Can I throw a cylinder with specific dimensions consistently?</p>	<p>Artist Inspired Form</p> <p>2 Thrown Cylinder Test</p> <p>Pre-Critique/Critique</p> <p>Self-Assess with a Rubric</p> <p>Digital Portfolio Entry</p>
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			based on knowledge of how criteria affects criticism.		
3-4	Bowl(s)	Same as above (1 st box)	<p>Student will learn how to throw a bowl form on the wheel and options on how to modify the form.</p> <p>Student will decide to sketch and create 2 functional bowls (one must be modified on the rim or the whole form somehow) OR 1 sculptural bowl (which could be 1 or many bowls to create one whole sculptural form.</p> <p>Student will glaze test tiles and take notes objectively in their sketchbook/notebook to reference later when glazing their projects.</p> <p>Student will pre-critique and critique with a partner before first firing as well as after glaze firing.</p> <p>Student will self-assess on rubric after piece is complete.</p> <p>9.1.1.5.1 Analyze how the elements and principles of art communicate meaning in the creation of, presentation of, or response to visual artworks.</p> <p>9.1.2.5.1 Integrate the characteristics of the tools, materials and techniques of a selected media in original artworks to support artistic purposes.</p> <p>9.2.1.5.1 Create a single, complex artwork or multiple artworks to express ideas.</p> <p>9.2.1.5.2 Revise artworks based on artistic intent and using multiple sources of critique and feedback.</p> <p>9.4.1.5.2 Justify choices of self-selected criteria based on knowledge of how criteria affects criticism.</p>	<p>1: How do I throw a strong bowl form, and what are some options for modifying the rim and or form?</p> <p>2: What are various functional bowl forms?</p> <p>3: How could I apply a simple bowl form to create a sculpture by throwing more pieces then assembling them and/or applying additional hand-building techniques?</p> <p>4: What are various trimming options for a bowl foot?</p>	<p>Sketches</p> <p>2 Functional bowls OR 1 sculptural bowl form</p> <p>Glaze test tiles (notes on procedure)</p> <p>Pre and Post Critiques with partner</p> <p>Self-Assess with a Rubric</p> <p>Digital Portfolio Entry</p>

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4-5	2 Covered Containers OR Closed Form Sculpture	Same as Above	<p>Student will learn what various containers there are, and how to throw galleries, right side up covers, upside down covers, and how to measure with a calipers so they fit.</p> <p>Student will learn what various closed forms are, how to throw them, and how they can be used to create interesting sculptural forms through piercing, cutting, and even re-assembling.</p> <p>Student will create sketches and a project that is either 2 different covered containers OR 1 closed form sculptural forms.</p> <p>Student will do research on two artists he/she likes and share with peers.</p> <p>Student will pre-critique and critique with a partner before first firing as well as after glaze firing.</p> <p>Student will self-assess on rubric after piece is complete.</p> <p>9.1.1.5.1 Analyze how the elements and principles of art communicate meaning in the creation of, presentation of, or response to visual artworks.</p> <p>9.1.2.5.1 Integrate the characteristics of the tools, materials and techniques of a selected media in original artworks to support artistic purposes.</p> <p>9.2.1.5.1 Create a single, complex artwork or multiple artworks to express ideas.</p> <p>9.2.1.5.2 Revise artworks based on artistic intent and using multiple sources of critique and</p>	<p>1: What are various closed forms, how do I throw them, and what some possibilities for them?</p> <p>2: What are various container forms and lids?</p> <p>2a: How do calipers help in creating galleries for lids?</p> <p>3: How can a seemingly functional form be used to create a dynamic, sculptural work?</p> <p>4: What is a chuck, and how does that help me trim a round closed form?</p>	<p>Search N' Share (1st round)</p> <p>Sketches</p> <p>2 Covered Containers OR Closed form sculpture</p> <p>Pre and Post Critiques with partner</p> <p>Self-Assess with a Rubric</p> <p>Digital Portfolio Entry</p>

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6-8	Glazing	Same as above	<p>Student will apply glaze to most, if not all, bisque fired pieces to be fired again in a glaze fire.</p> <p>Students will reflect on the glaze process and turnout within their evaluations, reflections, and critiques.</p> <p>Students will complete 2nd Search N' Share and share findings with class.</p> <p>9.1.2.5.1 Integrate the characteristics of the tools, materials and techniques of a selected media in original artworks to support artistic purposes. 9.1.1.5.4 Apply understanding of the health and safety issues related to creating in art</p>		<p>(will be graded on for all projects within individual rubrics)</p> <p>2nd Search N' Share</p>
8-9	Final Glazing and Digital Portfolio Development/Presentation	Same as Above	<p>Student will create a digital portfolio in iMovie as a presentation for the class to share and discuss and reflect on their artwork using artistic language.</p> <p>9.3.1.5.1 Present, exhibit, publish or demonstrate collections of artworks for different audiences and occasions.</p>	<p>1: What is a portfolio and how does it benefit me? 2: What did I learn over the course of the term? 3: Did I accomplish my two personal goals? 4: Am I able to discuss and reflect on my artwork using artistic language?</p>	<p>Over arching artist statement on body of work.</p> <p>Digital Portfolio Presentation to peers -containing photos and video of artwork with overarching reflection and analysis embedded</p>