

Ceramics Curriculum Map, Canavan: Updated April 2015

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 (first 2 days)	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 complete a short pre-test on knowledge of ceramics, art elements, and principles.</p> <p>Student will apply previous schemata with a problem solving activity using clay without direction.</p> <p>Student will learn the basics of clay, what types of clay there are, what are different hand-building techniques, and various ways to decorate with clay. While taking notes on decorating, student will test out techniques on their test pieces.</p> <p>After the Intro to Clay lecture, student will review the Elements and Principles through how he/she created her/his test piece and tried out decorating techniques through identifying the various terms by photographing and labeling in a guided wkst.</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>9.1.1.5.4 Apply understanding of the</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?</p> <p>-What do I remember about the material, and how creative can I be with little information and I only have myself to rely on?</p> <p>(technically part of future unit, but added earlier to help with essay: 1: What is clay? 2: How do I prepare clay, and what do I do with my clay when I am done?)</p>	<p>Pretest Ceramic knowledge through vocab/info and small clay piece (later used as glaze test too), and Art Elements/Principles review wkst and slab of clay.</p> <p>*Students will critique Problem Solving piece and add to Digital Portfolio to display growth.</p> <p>Set 2 Goals for the term</p> <p>Sign Safety Agreement</p> <p>Digital Portfolio Entry</p>

Ceramics Curriculum Map, Canavan: Updated April 2015

			health and safety issues related to creating in art		
1	Art Analysis of Cultural Vessel	~Artistic Foundations ~Artistic Process- Respond to or critique using the artistic process	Students will take notes on art analysis terms and steps. Students will discuss/describe/analyze/interpret/judge in small and large groups a piece of Ancient Chinese Pottery. Students will describe/analyze/interpret/judge a cultural vessel from history through writing (Pages App on iPad). 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. 9.1.1.5.1 Analyze how the elements of visual art including color, line, shape, value, form, texture and space; and principles such as repetition, pattern, emphasis, contrast and balance are combined to communicate meaning in the creation of, presentation of, or response to visual artworks. 9.1.1.5.2 Evaluate how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation of, presentation of, or response to visual artworks. 9.1.3.5.1 Analyze how visual artworks influence and are influenced by personal, social, cultural or historical contexts. influenced by personal, social, cultural, or historical contexts.	-What is the point of high-heeled shoes? -What is an “art analysis”? -Can my group and I actively discuss a work of art to really understand it? -Can I thoroughly analyze an artwork through writing? -Am I able to successfully turn in my art analysis paper on the iPad in the Showbie App?	Small and large group discussion Art Analysis Paper (ties into design of first coil vessel project)
2-3	Culturally Inspired Vessel: Coil	Same as above (1 st box)	Student watch and review clay terms and hand-building using the coil method through a demonstration to inspire how to start their designs. Student will create sketches for a coil built vessel inspired by the culture they wrote about in his/her art analysis. Student will create a vessel based on specific criteria using the coil method. Student will understand how drying time will effect how they work on their project.	1: What is clay? 2: How do I prepare clay, and what do I do with my clay when I am done? 3: What are the expectations for my project, how do I start, and how many sketches do I need? 4: How can I decorate my vessel? 5: Where can I look for additional inspiration if	Quiz (terms and techniques) Sketches Coil Built Vessel Pre and Post Critiques with partner Self-Assess with a Rubric

Ceramics Curriculum Map, Canavan: Updated April 2015

			<p>Student will Pre-Critique and Critique a their own and a peer’s work before and after the glaze firing.</p> <p>Student will reflect on the creative process and final product through writing and a rubric style self-assessment.</p> <p>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 based on knowledge of how criteria affects criticism.</p>	I’m lost in my design?	Digital Portfolio Entry
3-6	<p>Wheel Thrown Cup</p> <p>(Overlapped with slab due to number of wheels, break up into group A and B, then flip during week 5. Utilize video demos for students to demo two things at once: slab on iPad video demo while teacher physically demos wheel.)</p>	Same as Above	<p>Student will analyze based on selected criteria what it is about their favorite cup makes it their favorite.</p> <p>Student will take notes, understand, and apply knowledge on wheel throwing and trimming.</p> <p>Student will create sketches of a cup.</p> <p>Student will practice throwing a cylinder until they feel comfortable and have achieved the qualifications of a “good” cylinder.</p> <p>Student will create a wheel thrown cup on a throwing wheel based a specific criteria.</p> <p>Student will Pre-Critique and Critique a their own and a peer’s work before and after the glaze firing.</p>	<p>1: How do I know what aspects of a cup are functionally and aesthetically pleasing?</p> <p>2: What types of wheels are there, and how do I reserve one for the day to use?</p> <p>3: What is the most basic form to throw, and how do I throw it/modify it?</p> <p>4: How do I trim and give my cup a “foot”?</p> <p>5: How do I create a handle for my form, and is there any surface decoration I may want or need?</p>	<p>Cup Analysis Wkst</p> <p>Quiz (terms and techniques)</p> <p>Sketches</p> <p>Wheel thrown cup</p> <p>Pre and Post Critiques with partner</p> <p>Self-Assess with a Rubric</p> <p>Digital Portfolio Entry</p>

Ceramics Curriculum Map, Canavan: Updated April 2015

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4-6	<p>Slab Container</p> <p>(Overlapped with slab due to number of wheels, break up into group A and B, then flip during week 5. Utilize video demos for students to demo two things at once: slab on iPad video demo while teacher physically demos wheel.)</p>	Same as Above	<p>Student will take notes, understand, and apply knowledge on slab method and kiln/firing basics.</p> <p>Student will create sketches for a slab built container with a functional cover that explores a “concept” or idea. Some students will be able to apply a metaphor for idea being contained.</p> <p>Student will create a functional container using the slab method based on specific criteria.</p> <p>Student will understand what happens to their project when it goes through a bisque firing and a glaze firing and that there are different ways to decorate pieces prior or after a certain firing.</p> <p>Student will Pre-Critique and Critique a their own and a peer’s work before and after the glaze firing.</p> <p>Student will reflect on the creative process</p>	<p>1: What is a container, where do we use them physically and conceptually?</p> <p>1b: What is a metaphor, and how can it push my art?</p> <p>2: How do I build a container using the slab technique with a functional cover?</p> <p>3: What are the two firings that my projects will go through, and what will happen to my piece through the process?</p>	<p>Quiz</p> <p>Sketches with poem using metaphors</p> <p>Mid-term test on clay basics, coil, slab, and wheel.</p> <p>Slab Container</p> <p>Pre and Post Critiques with partner</p> <p>Self-Assess with a Rubric</p> <p>Artist Statement</p> <p>Digital Portfolio Entry</p>

Ceramics Curriculum Map, Canavan: Updated April 2015

			<p>and final product through writing and a rubric style self-assessment.</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>		
5	Glazing	Same as above	<p>Student will take notes, understand, and apply knowledge on glazing.</p> <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>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>9.1.1.5.4 Apply understanding of the health and safety issues related to creating in art</p>	<p>1: What is glaze, and what happens when it is applied to a clay body and fired?</p> <p>2: What is in a glaze?</p> <p>3: How do I know glaze is ready to use?</p> <p>4: What are the different ways to apply glaze and how do I do each?</p> <p>5: What are ways I can decorate bisque-ware along with my glaze?</p> <p>6: What are some do's and don'ts to acquire the best result for my piece?</p>	<p>Quiz</p> <p>(will be graded on for all projects within individual rubrics)</p>
5-7	Problem Solving Final	Same as above	<p>Student will develop a final project plan and write and draw out a proposal based on choices within a checklist.</p> <p>Student will create final project after project has been proposed and within any additional guidelines that their particular project may need.</p> <p>Some students may need to practice and receive individual lessons based on need if wheel throwing a new form from teacher.</p>	<p>1: What are my choices for my final project?</p> <p>2: What is a project proposal, and what should be included in it?</p> <p>3: How do I start, do I need additional lessons specified to my idea?</p> <p>4: What is an artist statement, and how do I write a successful one?</p>	<p>Sketches with statement of intention</p> <p>Final Project based on choice options</p> <p>Artist Statement</p>

Ceramics Curriculum Map, Canavan: Updated April 2015

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8-9	Final Glazing and Digital Portfolio Development/Presentation	Same as Above	<p>Student will learn about various types of kilns and firing atmospheres.</p> <p>Student will learn what are the major components that make up a glaze.</p> <p>Student will learn what are the various techniques to glaze a piece. (Will test out on initial test piece from first week and reflect on outcome).</p> <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>9.1.1.5.4 Apply understanding of the health and safety issues related to creating in art</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>1: What are various firings and kilns? 2: What is glaze, and what makes up a glaze? 3: How can I glaze various types of forms to achieve an even surface without losing detail?</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</p>	<p>Notes on glazing</p> <p>Glaze test piece</p> <p>Reflection on test piece</p> <p>Glaze and Self Evaluate all Projects using Glaze tickets and Rubrics</p> <p>Review Final Critiques to use for Portfolio</p> <p>Digital Portfolio Presentation to peers -containing photos and video of artwork with overarching reflection and analysis embedded</p>

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			9.3.1.5.1 Present, exhibit, publish or demonstrate collections of artworks for different audiences and occasions.	language?	
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