

Art: Grades 9-12 Ceramics

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| <p>Content Standard #5 Art Each student will have acquired basic art understandings and proficiencies.</p> |
| <p>#5A Students observed and learned to comprehend art.</p> |
| <p>#5B Students envisioned and critiqued to reflect upon art.</p> |
| <p>#5C Students invented and discovered to create art.</p> |
| <p>#5D Students related and connected to transfer art to lifelong learning.</p> |

| Description |
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| <p>Ceramics includes the following:</p> <p>Perceive Art: Make informed, critical evaluations of visual and material culture, information and technologies. Recognize that the making and study of art and design can be approached from a variety of viewpoints, intelligences and perspectives. Interpret art and design critically using oral and written discourse.</p> <p>Value Art: Critique personal work and the work of others with informed criteria.</p> <p>Make Art: Develop and build appropriate mastery in studio skills. Recognize that the creative process builds on the development of ideas through the process of inquiry, discovery, and research.</p> <p>Respond to Art: Identify the visual arts are a way to acknowledge, exhibit and celebrate the diversity of peoples, cultures and ideas. Transfer and value the visual arts to lifelong learning and the human experience.</p> |

Time Allocation
 Ninety minutes daily for one smear

Resources
 Instructional videos on ceramic techniques
 Internet research about the history of ceramics
 Internet searches about history of ceramics in various cultures
 All available art resources in the Bailey and surrounding communities

Assessments
 Formative Evaluations:
 Ongoing progress checks with a final evaluation when project is completed
 Summative Evaluations:
 Final evaluation of work given at the end of each area of study with a comprehensive final evaluation at the end of the course

Grades and Achievement Levels
 Grades are based on class activities, quizzes, tests, and projects. Performance levels are based on standards assessments.

Essential Concepts: Art Grades 9-12 Ceramics

**#5A
Students observed and learned to comprehend art.**

- Historical and cultural context are found in visual art
- Art and design have purpose and function
- Visual art has inherent characteristics and expressive features
- Interpreting and distinguishing intended meanings of well-crafted ceramic arts

**#5B
Students envisioned and critiqued to reflect upon art.**

- Reflective strategies are used to understand the creative process
- A personal philosophy of art is accomplished through use of sophisticated language and studio art processes
- Interpretation is a means for understanding and evaluating art

**#5C
Students invented and discovered to create art.**

- Demonstration of competency in traditional and new art media, and application of appropriate and available technology to express ideas
- Assessing and producing art with various materials and methods
- Judgments can be made from visual messages

**#5D
Students related and connected to transfer art to lifelong learning.**

- The work of art scholars impacts how art is viewed today
- Communication through advanced visual methods is a necessary skill in everyday life
- Art is a lifelong endeavor
- Study of historical ceramic periods
- Study of cultural traditions in ceramics
- Transfer the value of ceramic arts to lifelong learning and the human experience
- Identifying, comparing and justifying the ceramic arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas

Expectations: Art Grades 9-12 Ceramics

| <p>#5A Students observed and learned to comprehend art.</p> | <p>#5B Students envisioned and critiqued to reflect upon art.</p> | <p>#5C Students invented and discovered to create art.</p> | <p>#5D Students related and connected to transfer art to lifelong learning.</p> |
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| <ol style="list-style-type: none"> 1. Demonstrated skills that utilize the characteristics and expressive features of art and design to communicate meaning 2. Investigated and articulated the value of the characteristics and expressive features of art and design in diverse and disparate works of art 3. Connected and compared visual art characteristics and expressive features of art and design in cultural contexts 4. Demonstrated a practical ability to critically analyze the origins of art and design across all cultures 5. Analyzed visual arts traditions 6. Discerned the complexity of art and historical paradigms in cultural context 7. Debated divergent art histories and traditions 8. Researched and documented community art and architecture | <ol style="list-style-type: none"> 1. Explained the process of critique using the progression of description, analysis, interpretation, and evaluation 2. Communicated and defended reasons for opinions and intentions (successful or not) of a work of art 3. Compared and contrasted the technical proficiency of design artists to communicate ideas, emotions, and information 4. Provided examples of how critique may affect the creation or modification of an existing or new work of art 5. Made informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, and evaluation 6. Articulated and defend a personal philosophy of design using informed criteria 7. Documented and applied investigations into a range of traditional and nontraditional studio practices in design to personal expression 8. Analyzed and interpreted philosophies of Western and non-Western art | <ol style="list-style-type: none"> 1. Articulated ideas that can be expressed in traditional, advanced, and evolving media used in creating ceramic and communicating ideas 2. Investigated and documented a wide range of traditional, advanced, and evolving media used in creating images that communicate ideas 3. Created works of ceramics representing traditional subject matter that used new media 4. Created works of ceramics representing personal narratives that use new media 5. Skillfully used a variety of techniques and media to create works of art 6. Discerned and articulated the quality of personal works of art using a variety of reflective processes 7. Demonstrated collaboration to create works of art 8. Created works of art that speak to personal artistic opinion in response to cultural contexts 9. Skillfully created and exhibited one's own works of art | <ol style="list-style-type: none"> 1. Researched and debated viewpoints found in a variety of resources that focus on and discuss visual art and design 2. Discerned the value of works of art based on historical significance, craftsmanship, cultural context, and originality using appropriate, domain-specific terminology that honors sensitive traditions 3. Used sketches, plans, and models to create and/or design a functioning work of art 4. Explained that personal influences shape the creation of functioning art 5. Compared and contrasted the roles of ceramic artists and designers in historical and contemporary context 6. Researched the range of careers available to artists in ceramics 7. Outlined required training for one's individual career goals |

Expectations: Art Grades 9-12 Ceramics continued

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| <p>9. Analyzed innovation in art through historical and cultural context</p> <p>10. Analyzed the reasons to avoid replication, interpretation, or illustration</p> <p>11. Investigated and articulated the aims of disparate art practices and traditions</p> <p>12. Researched and documented how the visual arts are manifested in contemporary society</p> <p>13. Interpreted the purposes of art across time, culture, and diversity, and be mindful of cultural sensitivities</p> | <p>9. Demonstrated fluency in using critique vocabulary to assess personal works of art and others' work of art</p> <p>10. Recognized and debated diverse approaches to creating art across time and culture</p> <p>11. Interpreted how meaning in works of art is related to materials and processes chosen by the artist</p> <p>12. Wrote about the ceramic creations using the elements and principles of design as their language to describe their works</p> <p>13. Described their art using the language of art with reference to the elements and principles of art and design</p> <p>14. Drew and sketched their creations using the elements and principles of art and design to complete their visual ideas</p> <p>15. Displayed their ceramic work for public events</p> <p>16. Recognized that new innovations in ceramics will be introduced as the technology is available</p> | <p>10. Compared and contrasted the analytical processes used to interpret works of art and images of mass media</p> <p>11. Interpreted similarities and differences in artistic decision making</p> <p>12. Discussed and debated how society has come to value some works of art over others</p> <p>13. Created hand built ceramics using</p> <p>13.1. Pinch</p> <p>13.2. Coil</p> <p>13.3. Slab</p> <p>13.4. Throwing on the wheel</p> <p>13.5. Pouring molds</p> <p>14. Glazed and painted ceramic creations</p> <p>15. Used traditional and innovative firing techniques</p> <p>16. Created ceramic pieces of their own design when they have mastered the techniques of hand building, wheel throwing and mold work</p> <p>17. Create works of clay representing traditional subject matter that used new media</p> <p>18. Create works of clay representing personal narratives that use new media</p> | |