

# Ceramics 2

**Prepared by:  
Hayley Devereaux**

***Superintendent of Schools:*  
Marie C. Cirasella, Ed.D.**

**Approved by the Midland Park Board of Education on  
August 23, 2022**

**Born On Date September 2019  
Revised January 7, 2020  
Revised August 22, 2022**

## **Ceramics 2**

**Course Description: Ceramics 2 is a course designed to build upon the skills gained in Ceramics 1 while further developing both hand building and wheel throwing skills. Students will solve problems related to ceramic construction and there will be a strong focus on individual creativity and development.**

### **Course Sequence:**

**Unit 1: Advanced Wheel Throwing & Decorating - 8 weeks**

**Unit 2: Hand Building – 8 weeks**

**Unit 3: Combining Techniques – 4 weeks**

**Pre-requisite: Art 1, Ceramics 1**

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| <b>Content Area: Ceramics</b>  |                   |
| <b>Unit Title: Advanced Wheel Throwing &amp; Decorating</b>  |                   |
| <b>Grade Level: 10-12</b>  |                   |
| <b>Unit Summary:</b> Students will use the pottery wheel to create unique ceramic forms. An emphasis will be placed on new techniques and more advanced manipulation of clay. Glazes and other decorating techniques will be explored. |                   |
| <b>CPI#:</b>   | <b>Statement:</b> |
| <b>Performance Standards (NJSL)</b>  |                   |

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|--|---|
| <b>Anchor Standard 1: Generating and conceptualizing ideas.</b>            |   |
| <b>1.5.12profCr1a</b><br><b>1.5.12profCr1b</b>                             | Use multiple approaches to begin creative endeavors.<br>Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.   |
| <b>1.5.12acc.Cr1a</b><br><b>1.5.12acc.Cr1b</b>                             | Individually and collaboratively formulate new creative problems based on student's existing artwork.<br>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.   |
| <b>1.5.12adv.Cr1a</b><br><b>1.5.12adv.Cr1b</b>                             | Visualize and generate art and design that can affect social change.<br>Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established convention   |
| <b>Anchor Standard 2: Organizing and developing ideas.</b>                 |   |
| <b>1.5.12prof.Cr2a</b><br><b>1.5.12prof.Cr2b</b><br><b>1.5.12prof.Cr2c</b> | Engage in making a work of art or design without having a preconceived plan.<br>Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.<br>Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place |
| <b>1.5.12acc.Cr2a</b><br><b>1.5.12acc.Cr2b</b><br><b>1.5.12acc.Cr2c</b>    | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.<br>Demonstrate awareness of ethical implications of making and distributing creative work.<br>Redesign an object, system, place, or design in response to contemporary issues.   |
| <b>1.5.12adv.Cr2a</b>  | Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.  |

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| <b>1.5.12adv.Cr2b</b>                                       | 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. |
| <b>1.5.12adv.Cr2c</b>                                       | Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.   |
| <b>Anchor Standard 3: Refining and completing products.</b> |  |
| <b>1.5.12prof.Cr3a</b>                                      | <b>Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</b>                      |
| <b>1.5.12acc.Cr3a</b>                                       | <b>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.</b>                          |
| <b>1.5.12adv.Cr3a</b>                                       | <b>Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</b>                     |
| <b>Anchor Standard 7:</b>                                   | <b><u>Responding- Perceiving and analyzing products.</u></b>   |
| <b>1.5.12prof.Re7a</b>                                      | Hypothesize ways in which art influences perception and understanding of human experiences.  |
| <b>1.5.12prof.Re7b</b>                                      | Analyze how one's understanding of the world is affected by experiencing visual arts.  |
| <b>Anchor Standard 10:</b>                                  | <b><u>Connecting-Synthesizing and relating knowledge and personal experiences to create products.</u></b>  |
| <b>1.5.12prof.Cn10a</b>                                     | Document the process of developing ideas from early stages to fully elaborated ideas.  |
| <b>1.5.12acc.Cn10a</b>                                      | Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.  |
| <b>1.5.12adv.Cn10a</b>                                      | Synthesize knowledge of social, cultural, historical, and personal life with art   |
| <b>Anchor Standard 11:</b>                                  | <b><u>Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</u></b>   |
| <b>1.5.12prof.Cn11a</b>                                     | Describe how knowledge of culture, traditions and history may influence personal responses to art.   |
| <b>1.5.12prof.Cn11b</b>                                     | Describe how knowledge of global issues, including climate change, may influence personal responses to art.  |
| <b>1.5.12acc.Cn11a</b>                                      | Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. ●                                   |
| <b>1.5.12acc.Cn11b</b>                                      | Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.  |

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| <b>1.5.12adv.Cn11a</b> | Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society. |
| <b>1.5.12adv.Cn11b</b> | Assess the impact of an artist or group of artists on global issues, including climate change.          |

### Career Readiness, Life Literacies, and Key Skills

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| <b>9.2.12.CAP.4</b>                         | Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.  |
| <b>9.2.12.CAP.5</b>                         | Assess and modify a personal plan to support current interests and postsecondary plans.  |
| <b>Computer Science and Design Thinking</b> |  |
| <b>8.2.12.ED.5</b>                          | Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). |
| <b>Companion Standards</b>                  |  |

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| <b>NJSLSA.SL1</b> | 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. |
| <b>NJSLSA.SL2</b> | Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.   |
| <b>NJSLSA.R7</b>  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| <b>NJSLSA.W2</b>  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.     |
| <b>NJSLSA.W6</b>  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |

### Interdisciplinary Connections

|                             |   |
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| <b>6.1.12HistoryCC.3.a</b>  | Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.                         |
| <b>6.1.12.EconGE.3.a</b>    | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. |
| <b>6.1.12.HistoryCA.2.a</b> | Research multiple perspectives to explain the struggle to create an American identity.  |

### Cross-Cultural Statements/Mandates

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| <b>Social Awareness</b> | Recognize and identify the thoughts, feelings, and perspective of others |
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| <p><b>Equity, Diversity and Inclusion</b></p> | <p>Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.</p> <p>Holocaust Law: Examine the work of Austrian born Jewish potter Dame Lucie Rie, and influential potter who escaped the Holocaust.</p> |

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| <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● <b>How can the pottery wheel be used to create ceramics forms?</b></li> <li>● <b>What are some new techniques that can be used for shaping clay?</b></li> <li>● <b>How can pottery be decorated to reflect various styles?</b></li> </ul> | <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● There are many different ways that clay can be manipulated and shaped on the pottery wheel to create unique forms.</li> <li>● Glaze is just one of many ways that pottery can be decorated.</li> </ul> |
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| <p><b>Unit Learning Targets</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● <b>Produce several different wheel thrown pots that demonstrate various methods of shaping.</b></li> <li>● <b>Experiment with clay tools.</b></li> <li>● <b>Develop a portfolio of work.</b></li> <li>● <b>Apply various decorative techniques.</b></li> </ul> |
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| <p><b>Formative Assessments: Discussion, Q&amp;A, Observations, Projects, Critique</b></p>       |
| <p><b>Summative/Benchmark Assessment(s): Performance Tasks</b></p>                               |
| <p><b>Alternative Assessments: Worksheets, critiques</b></p>                                     |
| <p><b>Resources/Materials : Visual examples, books, videos, posters, computer resources.</b></p> |

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| <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Special Education Students – Rephrase questions, directions and explanations.</li> <li>● English Language Learners – Assign a buddy, same language or English speaking.</li> <li>● At-Risk Students – Provide extended time to complete tasks.</li> <li>● Gifted and Talented Students – Provide extension activities.</li> </ul> |
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| <b>Lesson Name/Topic</b>        | <b>Lesson Objective(s)</b>  | <b>Time frame (day(s) to complete)</b> |
|---------------------------------|---|--|
| <b>Wheel Thrown Vessel</b>      | <b>Students will be able to demonstrate their ability to throw a centered vessel on the pottery wheel.</b>                                    | 1 week                                 |
| <b>Shaping Techniques</b>       | <b>Students will experiment with several different tools and techniques for making advanced shapes on the pottery wheel</b>                   | 5 weeks                                |
| <b>Glazing &amp; Decorating</b> | <b>Students will discover the different ways in which they can decorate their pots and apply these techniques to their wheel thrown pots.</b> | 2 weeks                                |
| <b>Teacher Notes:</b>           |   |  |
| <b>Additional Resources:</b>    |   |  |

| <b>UDL Guidelines: Presentation Methods</b>  | <b>UDL Guidelines: Action and Expression Methods</b>  | <b>UDL Guidelines: Engagement Methods</b>   |
|--|---|---|
| Present information through multiple media<br>Provide background knowledge<br>Offer alternatives for visual information<br>Offer alternatives for auditory information<br>Clarify vocabulary | Guide appropriate goal setting<br>Ask questions to guide self-monitoring and reflection<br>Post goals, objectives and schedules in an obvious place | Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants<br>Provide tasks that allow for active participation, exploration and experimentation<br>Create an accepting and supportive classroom climate<br>Encourage and support opportunities for peer interactions and supports |

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| <b>Content Area: Ceramics</b>    |
| <b>Unit Title: Hand Building</b> |
| <b>Grade Level: 10-12</b>        |

**Unit Summary:** Students will refine techniques used to manipulate clay by hand. A series of work will be developed to show the artists' unique style.

**CPI#:**

**Statement:**

**Performance Standards (NJSL)**

**Anchor Standard 1: Generating and conceptualizing ideas.**

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|-----------------------|---|
| <b>1.5.12profCr1a</b> | Use multiple approaches to begin creative endeavors.  |
| <b>1.5.12profCr1b</b> | Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.                             |
| <b>1.5.12acc.Cr1a</b> | Individually and collaboratively formulate new creative problems based on student's existing artwork.   |
| <b>1.5.12acc.Cr1b</b> | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.              |
| <b>1.5.12adv.Cr1a</b> | Visualize and generate art and design that can affect social change.  |
| <b>1.5.12adv.Cr1b</b> | Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established convention |

**Anchor Standard 2: Organizing and developing ideas.**

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| <b>1.5.12prof.Cr2a</b> | Engage in making a work of art or design without having a preconceived plan.   |
| <b>1.5.12prof.Cr2b</b> | Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.                        |
| <b>1.5.12prof.Cr2c</b> | Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place                                       |
| <b>1.5.12acc.Cr2a</b>  | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.   |
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**Anchor Standard**

**Responding- Perceiving and analyzing products.**

**7:**



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|-----------------------------------|--|
| <b>1.5.12prof.Re7a</b>            | Hypothesize ways in which art influences perception and understanding of human experiences.  |
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| <b>Career Readiness, Life Literacies and Key Skills</b> |  |
| <b>9.2.12.CAP.4</b>                                     | Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.  |
| <b>9.2.12.CAP.5</b>                                     | Assess and modify a personal plan to support current interests and postsecondary plans.  |
| <b>Computer Science and Design Thinking</b>             |  |
| <b>8.2.12.ED.5</b>                                      | Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). |
| <b>Companion Standards</b>                              |  |

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| <b>NJSLSA.SL1</b> | 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. |
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| <b>NJSLSA.W6</b>  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |

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| <b>Interdisciplinary Connections</b> |   |
| <b>6.1.12HistoryCC.3.a</b>           | Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.                         |
| <b>6.1.12.EconGE.3.a</b>             | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. |
| <b>6.1.12.HistoryCA.2.a</b>          | Research multiple perspectives to explain the struggle to create an American identity.  |

|   |   |
|---|---|
| <b>Cross-Cultural Statements/Mandates</b> |   |
| <b>Social Awareness</b>                   | Recognize and identify the thoughts, feelings, and perspective of others  |
| <b>Equity, Diversity and Inclusion</b>    | Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.<br><br>Students will explore the artwork of Yoshimi Futamura, a Japanese ceramic artist who held a nontraditional role as a Japanese woman in pottery. |

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| <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How can you show your unique style as an artist?</li> <li>● What can you do as an artist to ensure originality?</li> <li>● How will you connect multiple pieces so that they go together?</li> </ul> | <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Students will understand the importance of originality.</li> <li>● Students will understand and implement different techniques at appropriate times.</li> <li>● Students will understand how to develop their ideas.</li> </ul> |
| <b>Unit Learning Targets</b>   |   |

*Students will...*

- **Develop an original idea.**
- **Create a unique set of pottery that demonstrates the artists' unique style.**
- **Demonstrate proper and safe handling of ceramic equipment and tools**
- **Create pottery using a variety of handbuilding techniques.**
- **Create pottery using various techniques safely and properly.**
- **Create pottery works which demonstrate an understanding of the stages of clay and the possibilities and limitations of each stage.**
- **Examine the gender roles that women had in other countries and identify an artist who broke out of the stereotypical gender role.**

**Formative Assessments: Discussion, Q&A, Observations, Projects, Critique**

**Summative/Benchmark Assessment(s): Performance Tasks**

**Alternative Assessments: Worksheets, critiques**

**Resources/Materials : Visual examples, books, videos, posters, computer resources.**

**Modifications:**

- **Special Education Students – Rephrase questions, directions and explanations.**
- **At-Risk Students – Provide extended time to complete tasks.**
- **English Language Learners – Assign a buddy, same language or English speaking.**
- **Gifted and Talented Students – Provide extension activities.**

| <b>Lesson Name/Topic</b>        | <b>Lesson Objective(s)</b>  | <b>Time frame (day(s) to complete)</b> |
|---------------------------------|---|--|
| <b>Developing a Theme</b>       | <b>Students will develop a theme that will be used to create several pieces of pottery.</b> | 2 weeks                                |
| <b>Creating an Original Set</b> | <b>Students will create an original set of pottery using</b>                                | 6 weeks                                |

|  |                                       |  |
|--|---------------------------------------|--|
|  | <b>the theme that they developed.</b> |  |
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**Teacher Notes:**

**Additional Resources:**

| <b>UDL Guidelines: Presentation Methods</b>  | <b>UDL Guidelines: Action and Expression Methods</b>  | <b>UDL Guidelines: Engagement Methods</b>   |
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| Present information through multiple media<br>Provide background knowledge<br>Offer alternatives for visual information<br>Offer alternatives for auditory information<br>Clarify vocabulary | Guide appropriate goal setting<br>Ask questions to guide self-monitoring and reflection<br>Post goals, objectives and schedules in an obvious place | Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants<br>Provide tasks that allow for active participation, exploration and experimentation<br>Create an accepting and supportive classroom climate<br>Encourage and support opportunities for peer interactions and supports |

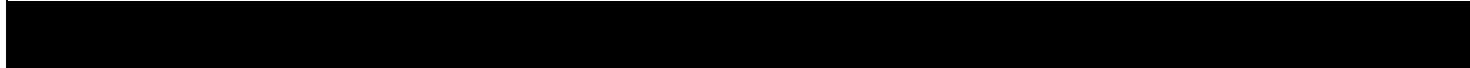


**Content Area: Ceramics**

**Unit Title: Combining Techniques**

**Grade Level: 10-12**

**Unit Summary:** Students will develop an original idea that combines various methods of hand building and wheel thrown pottery. This self-directed project will allow students to express themselves and show personal growth.



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| <b>CPI#:</b> | <b>Statement:</b> |
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| <b>1.5.12prof.Cr3a</b><br><b>1.5.12acc.Cr3a</b><br><b>1.5.12adv.Cr3a</b>                                    | Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.<br><br>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.<br><br>Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. |
| <b>Anchor Standard 4: Selecting, analyzing, and interpreting work.</b>                                      |   |
| <b>1.5.12prof.Pr4a</b><br><b>1.5.12acc.Pr4a</b><br><b>1.5.12adv.Pr4a</b>                                    | Analyze, select and curate artifacts and/or artworks for presentation and preservation.<br><br>Analyze, select and critique personal artwork for a collection or portfolio presentation.<br><br>Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.   |
| <b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b> |   |
| <b>1.5.12prof.Pr5a</b><br><b>1.5.12acc.Pr5a</b><br><b>1.5.12adv.Pr5a</b>                                    | Analyze and evaluate the reasons and ways an exhibition is presented.<br><br>Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.<br><br>Investigate, compare and contrast methods for preserving and protecting art.  |
| <b>Anchor Standard 6: Conveying meaning through art.</b>  |   |
| <b>1.5.12prof.Pr6a</b><br><b>1.5.12acc.Pr6a</b>   | Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings<br><br>Make, explain and justify connections between artists or artwork and social, cultural and political history.  |

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| <b>1.5.12adv.Pr6a</b>  | Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.            |
| <b>Anchor Standard 10: <u>Synthesizing and relating knowledge and personal experiences to create products.</u></b> |  |
| <b>1.5.12prof.Cn10a</b>  | Document the process of developing ideas from early stages to fully elaborated ideas.  |
| <b>1.5.12acc.Cn10a</b>   | Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.                                      |
| <b>1.5.12adv.Cn10a</b>   | Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.         |
| <b><u>Anchor Standard 7:</u></b>   | <b><u>Responding- Perceiving and analyzing products.</u></b>   |
| <b>1.5.12prof.Re7a</b>   | Hypothesize ways in which art influences perception and understanding of human experiences.  |
| <b>1.5.12prof.Re7b</b>   | Analyze how one's understanding of the world is affected by experiencing visual arts.  |
| <b><u>Anchor Standard 10:</u></b>  | <b><u>Connecting-Synthesizing and relating knowledge and personal experiences to create products.</u></b>  |
| <b>1.5.12prof.Cn10a</b>  | Document the process of developing ideas from early stages to fully elaborated ideas.  |
| <b>1.5.12acc.Cn10a</b>   | Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.                                      |
| <b>1.5.12adv.Cn10a</b>   | Synthesize knowledge of social, cultural, historical, and personal life with art   |
| <b><u>Anchor Standard 11:</u></b>  | <b><u>Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</u></b>                             |
| <b>1.5.12prof.Cn11a</b>  | Describe how knowledge of culture, traditions and history may influence personal responses to art.   |
| <b>1.5.12prof.Cn11b</b>  | Describe how knowledge of global issues, including climate change, may influence personal responses to art.  |
| <b>1.5.12acc.Cn11a</b>   | Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. |
| <b>1.5.12acc.Cn11b</b>   | Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.        |
| <b>1.5.12adv.Cn11a</b>   | Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.  |
| <b>1.5.12adv.Cn11b</b>   | Assess the impact of an artist or group of artists on global issues, including climate change.   |

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| <b>Career Readiness, Life Literacies, and Key Skills</b> |  |
| <b>9.2.12.CAP.4</b>                                      | Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.  |
| <b>9.2.12.CAP.5</b>                                      | Assess and modify a personal plan to support current interests and postsecondary plans.  |
| <b>Computer Science and Design Thinking</b>              |  |
| <b>8.2.12.ED.5</b>                                       | Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). |
| <b>Companion Standards</b>                               |  |

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| <b>NJSLSA.SL1</b> | 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. |
| <b>NJSLSA.SL2</b> | Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally.   |
| <b>NJSLSA.W2</b>  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.     |

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| <b>Interdisciplinary Connections</b> |   |
| <b>6.1.12.Histor<br/>yCC.3.a</b>     | Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.                         |
| <b>6.1.12.EconG<br/>E.3.a</b>        | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. |
| <b>6.1.12.Histor<br/>yCA.2.a</b>     | Research multiple perspectives to explain the struggle to create an American identity.  |

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| <b>Cross-Cultural Statements/Mandates</b> |   |
| <b>Social Awareness</b>                   | Recognize and identify the thoughts, feelings, and perspective of others  |
| <b>Equity, Diversity and Inclusion</b>    | Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.<br><br>Amistad Law: Explore the Face Jugs of African American artists Jim McDowell and Ben Watford. Face jugs were originally created by enslaved African American potters for ritualistic or ancestral purposes. Today, jugs such as these are still created to tell stories. |

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| <b>Unit Essential Questions</b>   | <b>Unit Enduring Understandings</b> |
| <ul style="list-style-type: none"> <li>When is it appropriate to use each technique?</li> </ul> |                                     |

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| <ul style="list-style-type: none"> <li>● <b>How can you demonstrate technical proficiency?</b></li> <li>● <b>How can you express yourself through clay?</b></li> </ul> | <ul style="list-style-type: none"> <li>● Students will understand when it is appropriate to use various handbuilding techniques as well as wheel thrown pottery.</li> <li>● Students will understand how to show technical proficiency in their work.</li> </ul> |
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**Unit Learning Targets**

*Students will...*

- **Develop an original idea**
- **Differentiate when to use specific ceramic techniques**
- **Complete an original ceramic piece.**
- **Create a Face Jug that tells a story.**

**Formative Assessments: Discussion, Q&A, Observations, Projects, Critique**

**Summative/Benchmark Assessment(s): Performance Tasks**

**Alternative Assessments: Worksheets, critiques**

**Resources/Materials : Visual examples, books, videos, posters, computer resources.**

**Modifications:**

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| <ul style="list-style-type: none"> <li>● Special Education Students – Rephrase questions, directions and explanations.</li> </ul>  | <ul style="list-style-type: none"> <li>● At-Risk Students – Provide extended time to complete tasks.</li> </ul>  |
| <ul style="list-style-type: none"> <li>● English Language Learners – Assign a buddy, same language or English speaking.</li> </ul> | <ul style="list-style-type: none"> <li>● Gifted and Talented Students – Provide extension activities.</li> </ul> |

| <b>Lesson Name/Topic</b>            | <b>Lesson Objective(s)</b>  | <b>Time frame (day(s) to complete)</b> |
|-------------------------------------|---|--|
| <b>Developing the Final Project</b> | <b>Students will develop an idea for the final piece of pottery they will create, incorporating both hand</b> | 1 week                                 |



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|                                     | <b>building and wheel throwing techniques.</b>  |         |
| <b>Creating a Combination Piece</b> | <b>Students will use the techniques they've learned to create a ceramic piece that demonstrates technical proficiency and originality</b> | 3 weeks |
| <b>Teacher Notes:</b>               |   |         |
| <b>Additional Resources:</b>        |   |         |

| <b>UDL Guidelines: Presentation Methods</b>  | <b>UDL Guidelines: Action and Expression Methods</b>  | <b>UDL Guidelines: Engagement Methods</b>   |
|--|---|---|
| Present information through multiple media<br>Provide background knowledge<br>Offer alternatives for visual information<br>Offer alternatives for auditory information<br>Clarify vocabulary | Guide appropriate goal setting<br>Ask questions to guide self-monitoring and reflection<br>Post goals, objectives and schedules in an obvious place | Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants<br>Provide tasks that allow for active participation, exploration and experimentation<br>Create an accepting and supportive classroom climate<br>Encourage and support opportunities for peer interactions and supports |

