

Ceramics 1

**Prepared by:
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***Superintendent of Schools:*
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**Approved by the Midland Park Board of Education on
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Revised NJSLS Date August 22, 2022

Ceramics 1

Course Description: Ceramics is a course designed to develop talent in and enjoyment of the plastic qualities of clay bodies. Ceramics is a one semester specialized studio course that will provide interested students with insights and experience in using the ceramics medium to develop creative thinking, self-expression and craftsmanship. This course provides experience in a variety of construction techniques, firing and glazing.

Course Sequence:

Unit 1: The History of Ceramics – 1 week

Unit 2: Hand Building – 5 weeks

Unit 3: Decorating, Glazing and Firing – 3 weeks

Unit 4: The Pottery Wheel – 4 weeks

Unit 5: Slab Pots – 3 weeks

Unit 6: Advanced Wheel Throwing – 3 weeks

Pre-requisite: Art 1

Unit 1 - Overview

Content Area: Ceramics

Unit Title: Culture & History of Ceramics

Grade Level: 9-12

Unit Summary: Through studying the history of ceramics found around the world students will gain knowledge of the evolution of ceramics. Ceramics is a world-wide business. Students will learn the difference between realistic, abstract, non objective, functional and non functional works of art.

Unit 1 - Standards

CPI#:

Statement:

Performance Expectations (NJSL)

Anchor Standard 6: Conveying meaning through art.

- 1.5.12prof.Pr6a** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
- 1.5.12acc.Pr6a** Make, explain and justify connections between artists or artwork and social, cultural and political history.
- 1.5.12adv.Pr6a** Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

Anchor Standard 7: Perceiving and analyzing products.

- 1.5.12prof.Re7a** Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b** Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12acc.Re7a** Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Re7b** Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
- 1.5.12adv.Re7a** Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b** Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, time frame, or culture.

Anchor Standard 8: Interpreting intent and meaning.

- 1.5.12prof.Re8a** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

- 1.5.12acc.Re8a** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- 1.5.12adv.Re8a** Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- Anchor Standard 9: Applying criteria to evaluate products.**
- 1.5.12prof.Re9a** Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.5.12acc.Re9a** Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- 1.5.12adv.Re9a** Construct evaluations of a work of art or collection of works based on differing sets of criteria, compare and contrast methods for preserving and protecting art.

Anchor Standard**10: Connecting-Synthesizing and relating knowledge and personal experiences to create products.**

- 1.5.12prof.Cn10a** Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12acc.Cn10a** Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12adv.Cn10a** Synthesize knowledge of social, cultural, historical, and personal life with art

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.4** 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.
- 9.2.12.CAP.5** Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

Computer Science and Design Thinking

- 8.2.12.ED.5** 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).
- 8.2.12.ED.6** Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor)

Companion Standards

- 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, quantitative, and orally.
- NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W2** 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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NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Interdisciplinary Connection

6.1.12.History.CC.3.a Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.Econ.GE.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.History.CA.2.a Research multiple perspectives to explain the struggle to create an American identity.

Cross-Cultural Statements/Mandates

Social Awareness Recognize and identify the thoughts, feelings, and perspective of others

Equity, Diversity and Inclusion

Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.

Amistad Law: Explore the contributions of David Drake, an African American enslaved potter.

Unit Essential Questions

- How does art reflect human culture?
- How has the creation of ceramics evolved throughout history?

Unit Enduring Understandings

- Artists use a variety of problem solving and decision making skills to apply the elements of art and principles of design to three dimensional works of art.
- Three dimensional design can identify cultures and civilizations throughout history.
- The creation of art includes creative planning and design.

Unit Learning Targets

Students will...

- Evaluate and discuss ceramics found around the world.
- Discuss the evolution of ceramics.
- Discuss ceramics as an industry.
- Compare the differences between types of ceramics and sculptures including realistic, abstract, non objective, functional, non-functional.
- Utilize ceramic pieces as a way to raise awareness for social issues and injustices.
- Recognize the work of David Drake and his contributions as an African American enslaved potter.

Evidence of Learning

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

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
History & Evolution of Ceramics	Students will evaluate and discuss ceramics found around the world.	3 days
Ceramics as an Industry	Students will discuss the evolution of ceramics as an industry.	1 day
Types of Ceramics and Sculpture	Students will compare and contrast the types of ceramics and sculptures.	3 days
Three Dimensional Design	Students will demonstrate an understanding of 3-dimensional design.	1 day

Teacher Notes:

Additional Resources:

UDL Guidelines: Presentation Methods

Present information through multiple media

Provide background knowledge

Offer alternatives for visual information

Offer alternatives for auditory information

Clarify vocabulary

UDL Guidelines: Action and Expression Methods

Guide appropriate goal setting

Ask questions to guide self-monitoring and reflection

Post goals, objectives and schedules in an obvious place

UDL Guidelines: Engagement Methods

Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants

Provide tasks that allow for active participation, exploration and experimentation

Create an accepting and supportive classroom climate

Encourage and support opportunities for peer interactions and supports

Unit 2 - Overview

Content Area: Ceramics

Unit Title: Hand Building

Grade Level: 9-12

Unit Summary: Students will learn to manipulate clay by hand and become familiar with well-known potters and their contributions to this discipline. Students will learn to organize their work and manage time with working within the framework of the ceramic studio. Safety practices will play an integral role in this beginning course. Students will learn to keep materials and equipment neat and functional. Pinch pots and coil pots will be utilized in this unit.

Unit 2 - Standards

CPI#:

Statement:

Performance Expectations (NJSL)

Anchor Standard 1: Generating and conceptualizing ideas.

- 1.5.12profCr1a** Use multiple approaches to begin creative endeavors.
- 1.5.12profCr1b** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
- 1.5.12acc.Cr1a** Individually and collaboratively formulate new creative problems based on student's existing artwork.
- 1.5.12acc.Cr1b** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- 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 convention

Anchor Standard 2: Organizing and developing ideas.

- 1.5.12prof.Cr2a** Engage in making a work of art or design without having a preconceived plan.
- 1.5.12prof.Cr2b** Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
- 1.5.12prof.Cr2c** Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
- 1.5.12acc.Cr2a** Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr2b** Demonstrate awareness of ethical implications of making and distributing creative work.
- 1.5.12acc.Cr2c** Redesign an object, system, place, or design in response to contemporary issues.
- 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.

Anchor Standard 3: Refining and completing products.

- 1.5.12prof.Cr3a** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
- 1.5.12acc.Cr3a** 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.
- 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.

Anchor Standard 7: Responding- Perceiving and analyzing products.

- 1.5.12prof.Re7a** Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b** Analyze how one's understanding of the world is affected by experiencing visual arts.

Connecting-Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard

10:

Document the process of developing ideas from early stages to fully elaborated ideas.

1.5.12prof.Cn10a

Utilize inquiry methods of observation, research and experimentation to explore other subjects through art making.

1.5.12acc.Cn10a

Synthesize knowledge of social, cultural, historical, and personal life with art

1.5.12adv.Cn10a

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4 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.

9.2.12.CAP.5 Assess and modify a personal plan to support current interests and postsecondary plans.

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

Computer Science and Design Thinking

8.2.12.ED.5 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).

Companion Standards

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, quantitative, and orally.

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Interdisciplinary Connections

6.1.12HistoryCC.3.a Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.EconGE.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.HistoryCA.2.a Research multiple perspectives to explain the struggle to create an American identity.

Cross-Cultural Statements/Mandates

Social Awareness Recognize and identify the thoughts, feelings, and perspective of others

Equity, Diversity and Inclusion

Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.

Holocaust Law: Explore the artwork of Jenny Stolzenburg, who hand-built more than 70 pairs of ceramic shoes to serve as a reminder of the six million lives lost in death camps as a result of the Holocaust.

Unit Essential Questions

- What choices does an artist make before beginning a work of art?
- What are the advantages and disadvantages of hand building pottery rather than using a pottery wheel?

Unit Enduring Understandings

- Students will understand the difference between hand building and wheel throwing.
- Students will understand and implement different techniques at appropriate times.

Unit Learning Targets

Students will...

- Discuss and evaluate different kinds of pottery in relation to its design, qualities, functions of product and craftsmanship
- Demonstrate proper and safe handling of ceramic equipment and tools
- Demonstrate proper use of various skills in the stages of wheel throwing
- 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.
- Recognize the contributions artists such as Jenny Stolzenburg have made to the memory of major historical events.

Evidence of Learning

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

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Ceramics Vocabulary	Students will identify and define key terms used in ceramics.	1 day
Hand Building vs. Wheel Throwing	Students will compare and contrast hand building vs. wheel throwing.	1 day
How to make a pinch pot	Students will understand what a pinch pot is and demonstrate how to create a pinch pot	1 day
Creating a double pinch pot	Students will apply the pinch method to the construction of a double pinch pot.	7 days

How to make a coil pot	Students will identify several ways to create coils and how to properly stack them to create a functional pot.	1 day
Creating a coil pot	Students will demonstrate how to create a coil pot.	7 days
Using coils to create a unique vessel	Students will apply the coil method to create a unique vessel.	10 days

Teacher Notes:

Additional Resources:

UDL Guidelines: Presentation Methods

- Present information through multiple media
- Provide background knowledge
- Offer alternatives for visual information
- Offer alternatives for auditory information
- Clarify vocabulary

UDL Guidelines: Action and Expression Methods

- Guide appropriate goal setting
- Ask questions to guide self-monitoring and reflection
- Post goals, objectives and schedules in an obvious place

UDL Guidelines: Engagement Methods

- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Create an accepting and supportive classroom climate
- Encourage and support opportunities for peer interactions and supports

Unit 3 - Overview

Content Area: Ceramics

Unit Title: Decorating, Glazing and Firing

Grade Level: 9-12

Unit Summary: Students will learn about the various firing process for clay and see the process a pot takes to become a finished product. Students will learn what glaze is and how it differs from other types of paint that they may have previously used. Students will see how important glazing is to the finished product through experience. Decorative processes will be discussed and implemented and students will utilize many different design techniques.

Unit 3 - Standards

CPI#:

Statement:

Performance Expectations (NJSL)

Anchor Standard 1: Generating and conceptualizing ideas.

1.5.12profCr1a Use multiple approaches to begin creative endeavors.

1.5.12profCr1b Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

1.5.12acc.Cr1a Individually and collaboratively formulate new creative problems based on student's existing artwork.

1.5.12acc.Cr1b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

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 convention

Anchor Standard 2: Organizing and developing ideas.

1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Cr2b Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Cr2c Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place

1.5.12acc.Cr2a Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr2b Demonstrate awareness of ethical implications of making and distributing creative work.

1.5.12acc.Cr2c Redesign an object, system, place, or design in response to contemporary issues.

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.

Anchor Standard 3: Refining and completing products.

- 1.5.12prof.Cr3a** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
- 1.5.12acc.Cr3a** 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.
- 1.5.12adv.Cr3a** Reflect on, r-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- Anchor Standard 9: Applying criteria to evaluate products.**
- 1.5.12prof.Re9a** Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.5.12acc.Re9a** Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- 1.5.12adv.Re9a** Construct evaluations of a work of art or collection of works based on differing sets of criteria, compare and contrast methods for preserving and protecting art.
- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
- 1.5.12prof.Cn10a** Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12acc.Cn10a** Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12adv.Cn10a** Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- Anchor Standard 7: Responding- Perceiving and analyzing products.**
- 1.5.12prof.Re7a** Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b** Analyze how one's understanding of the world is affected by experiencing visual arts.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4 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.

9.2.12.CAP.5 Assess and modify a personal plan to support current interests and postsecondary plans.

Computer Science and Design Thinking

8.2.12.ED.5 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).

Companion Standards

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, quantitative, and orally.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Interdisciplinary Connections

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

Cross-Cultural Statements/Mandates

Social Awareness Recognize and identify the thoughts, feelings, and perspective of others

Equity, Diversity and Inclusion Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.

LGBT & Disabilities Law: Explore the artwork of Grayson Perry, a British artist who describes himself as a transvestite and goes by an alter-ego. He is known for brightly colored ceramic vessels that draw from pop culture.

Unit Essential Questions

- What is glaze?
- What processes are used to decorate pottery?
- What happens during the firing process?

Unit Enduring Understandings

- Clay goes through a firing process specific to the type of clay used and glaze is used to decorate and enhance pottery.
- Adding texture and other decoration to clay can give it a professional, finished look.

Unit Learning Targets

Students will...

- Understand what glaze is and how to properly glaze pottery.
- Understand and implement techniques used to decorate pottery.
- Understand the firing process.
- Distinguish between wet clay, leather hard clay, dry clay, and fired clay.
- Recognize the artwork of Grayson Perry, known for his brightly colored ceramic vessels.

Evidence of Learning

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

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
What is Glaze? How is it used?	Students will understand what glaze is and how it used to decorate pottery.	1 day
How to create texture	Students will learn techniques used to create texture in clay.	1 day

Implementing Texture	Students will demonstrate how to implement textures in clay.	2 days
Decorating Techniques	Students will understand methods of decorating pottery and implement them in a piece of their own.	1 day
The Firing Process	Students will identify the steps to the firing process.	1 day
Glazing the Coil Pot & Pinch Pot	Students will utilize glaze to decorate their coil pots and pinch pots.	4 days
Creating a Textured Pot	Students will create a textured pot using techniques learned.	5 days

Teacher Notes:

Additional Resources:

UDL Guidelines: Presentation Methods

- Present information through multiple media
- Provide background knowledge
- Offer alternatives for visual information
- Offer alternatives for auditory information
- Clarify vocabulary

UDL Guidelines: Action and Expression Methods

- Guide appropriate goal setting
- Ask questions to guide self-monitoring and reflection
- Post goals, objectives and schedules in an obvious place

UDL Guidelines: Engagement Methods

- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Create an accepting and supportive classroom climate
- Encourage and support opportunities for peer interactions and supports

Unit 4 - Overview

Content Area: Ceramics

Unit Title: The Pottery Wheel

Grade Level: 9-12

Unit Summary: Students will learn how to use the pottery wheel to create works of art. Through discussion about history, understanding of the pottery wheel and manipulation of clay, students will learn how to make a cylinder—the basic shape upon which all shapes are made from on the pottery wheel. Students will first learn to center clay. Without learning to center it is impossible to throw a perfect pot. From there students will learn to open up their clay and finally, how to shape a cylinder into a different simple shape.

Unit 4 - Standards

CPI#:

Statement:

Performance Expectations (NJSL)

Anchor Standard 1: Generating and conceptualizing ideas.

- | | |
|-----------------------|---|
| 1.5.12profCr1a | Use multiple approaches to begin creative endeavors. |
| 1.5.12profCr1b | Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. |
| 1.5.12acc.Cr1a | Individually and collaboratively formulate new creative problems based on student's existing artwork. |
| 1.5.12acc.Cr1b | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. |
| 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 convention |

Anchor Standard 2: Organizing and developing ideas.

- | | |
|------------------------|---|
| 1.5.12prof.Cr2a | Engage in making a work of art or design without having a preconceived plan. |
| 1.5.12prof.Cr2b | Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place |
| 1.5.12prof.Cr2c | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. |
| 1.5.12acc.Cr2a | Demonstrate awareness of ethical implications of making and distributing creative work. |
| 1.5.12acc.Cr2b | Redesign an object, system, place, or design in response to contemporary issues. |
| 1.5.12acc.Cr2c | Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. |
| 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.
Anchor Standard 3: Refining and completing products.	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12acc.Cr3a	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.
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.
Anchor Standard 7:	<u>Responding- Perceiving and analyzing products.</u>
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Anchor Standard 10:	<u>Connecting-Synthesizing and relating knowledge and personal experiences to create products.</u>
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with art

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4 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.

9.2.12.CAP.5 Assess and modify a personal plan to support current interests and postsecondary plans.

Computer Science and Design Thinking

8.2.12.ED.5 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).

Companion Standards

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, quantitative, and orally.

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Interdisciplinary Connections

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

Cross-Cultural Statements/Mandates

Social Awareness Recognize and identify the thoughts, feelings, and perspective of others

Equity, Diversity and Inclusion Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.

Amistad Law/LGBT and Disabilities Law: Explore the artwork of ceramic African-American artist Shawanda Corbett. She was born without both legs and one arm and throws pots on the wheel with one hand.

Unit Essential Questions

- How does the pottery wheel work?
- Why is it important to center clay?
- How do you make a cylinder?

Unit Enduring Understandings

- Clay must be centered on the pottery wheel
- Cleaning the pottery wheel is essential to its proper functioning.

Unit Learning Targets

Students will...

- Understand how the pottery wheel works and why clay must be centered.
- Prepare clay to be used on the pottery wheel.
- Apply knowledge of centering clay combined with demonstrations to manipulate clay on the pottery wheel.
- Create a cylinder using the pottery wheel.

Evidence of Learning

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

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
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Preparing and Centering Clay	Students will prepare clay for use on the pottery wheel.	1 day
How to Create a Cylinder	Students will observe the steps that must be taken to create a cylinder on the pottery wheel.	1 day
Using the Pottery Wheel	Students will use the pottery wheel to center clay and create a cylinder.	10 days
Simple Shapes on the Pottery Wheel	Students will apply shaping techniques to create more intricate pots on the pottery wheel.	8 days

Teacher Notes:**Additional Resources:****UDL Guidelines: Presentation Methods**

Present information through multiple media

Provide background knowledge

Offer alternatives for visual information

Offer alternatives for auditory information

Clarify vocabulary

UDL Guidelines: Action and Expression Methods

Guide appropriate goal setting

Ask questions to guide self-monitoring and reflection

Post goals, objectives and schedules in an obvious place

UDL Guidelines: Engagement Methods

Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants

Provide tasks that allow for active participation, exploration and experimentation

Create an accepting and supportive classroom climate

Encourage and support opportunities for peer interactions and supports

Unit 5 - Overview

Content Area: Ceramics

Unit Title: Slab Pots

Grade Level: 9-12

Unit Summary: Slab pottery is the technique of making pots out of sheets of clay rolled out by a simple kitchen rolling pin. In this unit students will learn to use slabs to create unique works of art both cubic and cylindrical.

Unit 5 - Standards

CPI#:

Statement:

Performance Expectations (NJSL)

Anchor Standard 1: Generating and conceptualizing ideas.

- | | |
|-----------------------|--|
| 1.5.12profCr1a | Use multiple approaches to begin creative endeavors. |
| 1.5.12profCr1b | Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. |
| 1.5.12acc.Cr1a | Individually and collaboratively formulate new creative problems based on student's existing artwork. |
| 1.5.12acc.Cr1b | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. |

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 convention
Anchor Standard 2: Organizing and developing ideas.	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
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.
Anchor Standard 3: Refining and completing products.	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12acc.Cr3a	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.
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.
<u>Anchor Standard 7:</u>	<u>Responding- Perceiving and analyzing products.</u>
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
<u>Anchor Standard 10:</u>	<u>Connecting-Synthesizing and relating knowledge and personal experiences to create products.</u>
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with art

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4 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.

9.2.12.CAP.5 Assess and modify a personal plan to support current interests and postsecondary plans.

Computer Science and Design Thinking

8.2.12.ED.5 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).

Companion Standards

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, quantitative, and orally.

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Interdisciplinary Connections

6.1.12.HistoryCC.3.a Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.EconGE.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.HistoryCA.2.a Research multiple perspectives to explain the struggle to create an American identity.

Cross-Cultural Statements/Mandates

Social Awareness Recognize and identify the thoughts, feelings, and perspective of others

Equity, Diversity and Inclusion Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.

Unit Essential Questions

- **When is it appropriate to use the slab method for creating pottery?**
- **How do you successfully roll out a slab?**

Unit Enduring Understandings

- It is important to know when to use each method of construction.
- Properly manipulating and attaching clay is essential to its strength and functionality.

Unit Learning Targets

Students will...

- **Understand what slab pottery is and when to use it.**
- **Demonstrate their ability to roll out a flat, even slab.**
- **Utilize the slab method to create a birdfeeder.**
- **Use the slab method to create a round jar.**

- Understand and demonstrate the ability to create a lid.

Evidence of Learning

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

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
When to use slab pottery	Students will identify when it is appropriate to use the slab method.	1 day
Rolling out and caring for slabs	Students will understand how to roll out an even slab and demonstrate slab rolling.	1 day
Creating a birdhouse using slab	Students will create a birdhouse utilizing the slab method of construction.	8 days
Creating a cookie jar using slab	Students will create a cookie jar utilizing the slab method of construction.	5 days
Making a fitted lid	Students will demonstrate how to make a lid that fits onto their cookie jar.	2 days

Teacher Notes:

Additional Resources:

UDL Guidelines: Presentation Methods

Present information through multiple media
 Provide background knowledge
 Offer alternatives for visual information
 Offer alternatives for auditory information
 Clarify vocabulary

UDL Guidelines: Action and Expression Methods

Guide appropriate goal setting
 Ask questions to guide self-monitoring and reflection
 Post goals, objectives and schedules in an obvious place

UDL Guidelines: Engagement Methods

Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
 Provide tasks that allow for active participation, exploration and experimentation
 Create an accepting and supportive classroom climate
 Encourage and support opportunities for peer interactions and supports

Unit 6 - Overview

Content Area: Ceramics

Unit Title: Advanced Wheel Throwing

Grade Level: 9-12

Unit Summary: Students will use their knowledge and experience throwing pottery on the wheel to create bigger pottery with more advanced shapes. They will learn new techniques to finish pottery and learn to create a finished bowl.

Unit 6 - Standards

CPI#:

Statement:

Performance Expectations (NJSL)

Anchor Standard 1: Generating and conceptualizing ideas.

1.5.12profCr1a Use multiple approaches to begin creative endeavors.

1.5.12profCr1b Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

1.5.12acc.Cr1a Individually and collaboratively formulate new creative problems based on student's existing artwork.

1.5.12acc.Cr1b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

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 convention

Anchor Standard 2: Organizing and developing ideas.

1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Cr2b Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

1.5.12prof.Cr2c Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place

1.5.12acc.Cr2a Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr2b Demonstrate awareness of ethical implications of making and distributing creative work.

- 1.5.12acc.Cr2c** Redesign an object, system, place, or design in response to contemporary issues.
- 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.
- Anchor Standard 3: Refining and completing products.**
- 1.5.12prof.Cr3a** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
- 1.5.12acc.Cr3a** 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.
- Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- 1.5.12adv.Cr3a**
- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
- 1.5.12prof.Cn10a** Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12acc.Cn10a** Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12adv.Cn10a** Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- Anchor Standard 7:**
- Anchor Standard 7: Responding- Perceiving and analyzing products.**
- 1.5.12prof.Re7a** Hypothesize ways in which art influences perception and understanding of human experiences.
- Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12prof.Re7b**

Career Readiness, Life Literacies, and Key Skills

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

Computer Science and Design Thinking

8.2.12.ED.5 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).

Companion Standards

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Interdisciplinary Connections

6.1.12.History.CC.3.a Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

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6.1.12.History.CA.2.a Research multiple perspectives to explain the struggle to create an American identity.

Cross-Cultural Statements/Mandates

Social Awareness Recognize and identify the thoughts, feelings, and perspective of others

Equity, Diversity and Inclusion Understand and explore race and ability as a social construct. All backgrounds and identities will be honored and welcomed into the classroom.

Unit Essential Questions

- What skills are necessary to throw larger pots on the wheel?
- What is the proper way to make a strong, functional handle?

Unit Enduring Understandings

- Centering clay on the pottery wheel is vital to success especially as shapes become more advanced.
- Handles must be properly attached to pots in order for them to remain strong and functional.

Unit Learning Targets

Students will...

- Create larger wheel thrown pots utilizing prior skills while also demonstrating understanding of new ones.
- Understand and demonstrate their ability to create specific shapes on the pottery wheel.
- Create a bowl demonstrating proper finishing techniques.
- Demonstrate their ability to create a strong, functional handle.

Evidence of Learning

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

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
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Creating a Bowl	Students will understand how to use the pottery wheel to create a bowl.	1 day
Trimming a Bowl	Students will understand how to trim a bowl.	1 day
Student Bowls	Students will create a bowl utilizing prior skills learned on the pottery wheel while also demonstrating and understanding of new ones. Students will demonstrate how to properly trim a bowl.	4 days
Advanced Shapes	Students will understand how to shape their cylinders on the pottery wheel.	1 day
Creative Wheel Throwing	Students will demonstrate how to create shapes utilizing the pottery wheel.	6 days

Teacher Notes:

Additional Resources:

UDL Guidelines: Presentation Methods

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 Offer alternatives for auditory information
 Clarify vocabulary

UDL Guidelines: Action and Expression Methods

Guide appropriate goal setting
 Ask questions to guide self-monitoring and reflection
 Post goals, objectives and schedules in an obvious place

UDL Guidelines: Engagement Methods

Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
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