

CURRICULUM GUIDE

VISUAL / PERFORMING ARTS DEPT.

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| COURSE: | Advanced Ceramics |
| GRADES: | 10 - 12 |
| ADOPTED DATE: | JUNE 2015 |
| UPDATED: | DECEMBER 18, 2018 |

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where all students are challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially as well as contribute as responsible and productive citizens of our global community.

Mission Statement **Visual & Performing Arts**

The Township of Union Visual & Performing Arts Department strives:
To create an arts' community that is rich with cultural, social & intellectual diversity..... And, through collaborative partnerships between teachers, parents and members of the community at large, offer substantive art & music instruction and diverse artistic and performance opportunities for students of all ages.

Arts Vision Statement

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

Advanced Ceramics/Sculpture is a full year course built upon the knowledge and skills learned in ceramics/sculpture AR211. Students who enroll in advanced ceramics/sculpture must have had ceramics/sculpture as a pre-requisite and have attained a minimum of a B. The major emphasis of this course is to extend the students technical skills and conceptual approaches to the medium of clay, wire, wood and plaster in the creation of three-dimensional objects. Students will further explore coil building, soft and leather hard slab construction, working on the potters' wheel, carving plaster, modeling clay, creating figures in wire, casting and assemblage. Lessons will include studio work, class discussions, research, sketching in their sketchbook and critique their own work as well as the works of other artist.

The students will explore and complete various ceramics/sculpture activities using the elements of art and the principles of design and other concepts fundamental to art making, which will be further developed. The students will complete a series of projects in accordance with the New Jersey Student Learning Standards.

New Jersey Student Learning Standards

Standard 9

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, changes. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11, Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Recommended Textbooks

Brooks, Rebecca, PHD. *Inside Art, Culture, History and Expression*. Austin, Texas: W.S. Benson and Company.

Hobbs, Jack, Salmone, Richard, Vieth, Ken. *The Visual Experience*. Worcester, Ma: Davis Publication, Inc., 2005.

Kenny, John B. *The Complete Book of Pottery Making*. Radnor, Pennsylvania: Chilton Book Company

Nigrosh, Leon I. *Claywork. Form and Idea in Ceramic Design* Worcester, Ma: Davis Publication, Inc., 1995.

Williams, Arthur. *Beginning Sculpture*. Worcester, Ma: Davis Publication, Inc., 2005.

Course Proficiencies

Students will be able to...

- . Understand and apply knowledge of structures and functions through observation of the visual, tactile, spatial and temporal elements in ceramics/sculpture.**
- . Understand and apply the use of the elements of art and the principle of design in their production.**
- . Experiment with scale and proportion.**
- . Use modeling to solve a visual problem.**
- . Use the potter's wheel competently.**
- . Understand the use of casting molds**
- . Maintain a sketchbook**
- . Reflect upon and assess the characteristics and merits of their work and the work of other through art criticism, aesthetics and exhibition.**
- . View the work of modern artist at the Modern Arts or Metropolitan Museum**

Curriculum Units

Unit 1: Introduction to Advanced Ceramics/Sculpture

Explore art elements:

Unit 2: Line

Unit 3: Color and Value

Unit 4: Shape and Form

Unit 5: Space

Unit 6: Texture

Apply principles of design

Unit 7: Unity

Unit 8: Emphasis

Unit 9: Balance

Unit 10: Variety and Repetition

Unit 11: Rhythm and Movement

Unit 12: Proportion

Pacing Guide- Course

| <u>Content</u> | <u>Number of Days</u> |
|--|-----------------------|
| <u>Unit 1: Introduction to Advanced Ceramics/Sculpture</u> | <u>1week</u> |
| <u>Unit 2: Line</u> | <u>3-4 weeks</u> |
| <u>Unit 3: Color and Value</u> | <u>3-4 weeks</u> |
| <u>Unit 4: Shape and Form</u> | <u>3-4 weeks</u> |
| <u>Unit 5: Space</u> | <u>3-4 weeks</u> |
| <u>Unit 6: Texture</u> | <u>3-4 weeks</u> |
| <u>Unit 7: Unity</u> | <u>3-4 weeks</u> |
| <u>Unit 8: Emphasis</u> | <u>3-4 weeks</u> |
| <u>Unit 9: Balance</u> | <u>3-4 weeks</u> |
| <u>Unit 10: Variety and Repetition</u> | <u>3-4 weeks</u> |
| <u>Unit 11: Movement</u> | <u>3-4 weeks</u> |
| <u>Unit 12: Proportion</u> | <u>3-4 weeks</u> |

Unit 1:

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (NJSLs) | Activities | Assessments |
|---|--|--|--|
| <p>What are the origins of ceramics and sculpture?</p> <p>What is the importance of form, content and technique?</p> <p>What are the elements of art?</p> <p>What are the principles of design?</p> | <p>To introduce students to the history fundamental of ceramics/sculpture. NJSLs# 1.1, 1.2, 1.4 CRP4, CRP6, CRP7 THE STUDENTS WILL BE ABLE TO:</p> <p>DISCOVER THE HISTORY OF CERAMICS AND SCULPTURE.</p> <p>UNDERSTAND THE IMPORTANCE OF FORM, CONTENT AND TECHNIQUE AND HOW TO APPLY THE ELEMENTS AND PRINCIPLES OF DESIGN.</p> | <ol style="list-style-type: none">1. Students will read Introduction to sculpture.2. Students will discuss the importance of form, content and technique as it applies to ceramics/sculpture. | <p>Teacher observation</p> <p>Record notes in students sketchbook.</p> |

Unit 2:

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (NJSLs) | Activities | Assessments |
|---|---|--|--|
| How is line defined in a three-dimensional form? | To define line in a three-dimensional form. NJSLs# 1.1, 1.2, 1.3, 1.4 CRP6, CRP7 THE STUDENTS WILL BE ABLE TO: <ul style="list-style-type: none">. Acquire art vocabulary related to line.. Create a three-dimensional form using line. | 1. Hand builds a clay pot or cylinder using coil or slab construction. Various textured designs maybe used. Small holes will be placed at the very top of the pot or cylinder. Once the pot has been fired, glazed and fired again, students will choose reed or wire to created a line design with weaving. Materials: clay, reed or wire, newspaper, clay tools, plastic bag. | Art vocabulary related to line will be recorded in the students' sketchbook. Students will write a critique of their artwork using the four steps of art criticism. Effects of line variation will be exhibited in students' work. A rubric developed by teacher will be used for assessment. |

Unit 3:

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (NJSLs) | Activities | Assessments |
|--|---|---|---|
| <p>How might a color wheel help you when you want to mix a color wheel?</p> <p>How can color be organized and used in a ceramic collage?</p> <p>How can color harmonies produce certain effects?</p> | <p>Students will understand and use color and value as an element in a variety of ceramics, /sculpture projects. NJSLs#: 1.1, 1.2,1.3,1.4 CRP4, CRP6, CRP7 THE STUDENTS WILL BE ABLE TO:</p> <p>Name and define the characteristics of color: hue, intensity, value.</p> <p>Know how mix colors with the help of the color wheel</p> <p>Understand the use of color and value as an art element.</p> | <p>1. Create a ceramic collage with various shapes, textures and pattern. Use color harmonies when painting the various shapes of the ceramic collage. Use acrylic paint.</p> <p>2. Throw a bowl on the potter's wheel. Glaze the bowl with contrasting colors. Research the Mimbres ceramic bowls and pots for inspiration.</p> <p>Materials: clay, glaze, newspaper, clay tools and acrylic paint.</p> | <p>Art vocabulary related to color and value will be recorded in the student's art sketchbook.</p> <p>The principle of design color is apparent in the creation of the art.</p> <p>Students will evaluate their work using the four steps of art criticism.</p> <p>A rubric developed by teacher will be used for assessment.</p> |

Unit 4:

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>) | Activities | Assessments |
|--|--|--|--|
| <p>What are the three-dimensional characteristics of shape and form?</p> <p>What are the differences in free-form, geometric and organic shapes?</p> | <p>Students will use shape and form for a creative composition. NJSLS#: 1.1, 1.2, 1.3, 1.4 CRP4, CRP6, CRP 7 THE STUDENTS WILL BE ABLE TO: Understand the three-dimensional characteristics of form. Define shape and form.</p> | <p>1. Make a Picasso inspired abstract mask using various shapes and forms in clay using the slab method of building.</p> <p>2. Explore geometric and free form shapes. Create a composition in clay using slab construction. Students will research the paintings of Kandinsky and Picasso for inspiration.</p> <p>Material: paper, pencil, clay, clay tools, plastic bag, glaze, newspaper and clay tools.</p> | <p>Art vocabulary related to shape and form will be recorded in the student's art sketchbook.</p> <p>Effective use of shape and form to create an abstract mask.</p> <p>A written critique using the four steps of art criticism will be completed by the student.</p> <p>A rubric developed by teacher will be used for assessment.</p> |

Unit 5:

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (NJSLs) | Activities | Assessments |
|---|--|---|--|
| <p>What are the positive space and the negative space in a three-dimensional sculpture?</p> <p>Why is it important to consider both the sculpture itself and the surrounding space?</p> <p>Multi-piece sculpture always relies on space to create a reaction between the two or more forms. Would either of these parts succeed without the space between them?</p> | <p>The study of space is the area around and within the sculpture as well as the area the sculpture occupies. NJSLs#: 1.1, 1.2,1.3,1.4 CRP6, CRP7 THE STUDENTS WILL BE ABLE TO:</p> <p>Use and understand the concept of negative space.</p> <p>Create a sculpture that has both positive and negative space.</p> | <ol style="list-style-type: none"> 1. Create an abstract plaster sculpture. Carve out the areas within the form to create negative space. 2. Students will create a simple free form shape incorporating negative space with the free form shape. <p>Materials: clay, plaster, or steatite, newspaper, carving tools, sandpaper, paper and pencil</p> | <p>Art vocabulary related to space will be recorded in the student art sketchbook.</p> <p>Effective use of space to create desired outcome will be exhibited in artwork.</p> <p>A written critique using the four steps of art criticism will be completed by the student.</p> <p>A rubric developed by teacher will be used for assessment.</p> |

Unit 6:

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>) | Activities | Assessments |
|--|---|--|--|
| <p>What is texture?</p> <p>What is tactile texture?</p> <p>How can this element of art, texture, be used on clay?</p> | <p>Students will explore ways to create texture using a three-dimensional form. NJSLS#:1.1, 1.2, 1.3, 1.4 CRP4, CRP6, CRP7 THE STUDENT WILL BE ABLE TO:</p> <p>Identify various textures in natural and human-made environments.</p> <p>Identify texture in a variety of three-dimensional art.</p> | <ol style="list-style-type: none"> 1. Students will create two textured stamps for a Shaped cylinder. They will create a textured pattern 2. Create an Udu drum using the stamps to apply texture to the ceramic drum. 3. Students will research the history of Udu drums for a cross curricular lesson. <p>Materials: clay, clay tools, drape mold, balloons, newspaper, glaze and plastic bag</p> | <p>Art vocabulary related to texture will be recorded in the student's art sketchbook.</p> <p>Students will write a critique of their project using the four steps of art criticism.</p> <p>Effective use of the element of texture to create desired outcome will be exhibited in artworks.</p> <p>A rubric developed by teacher will be used for assessment.</p> |

Unit 7:

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (NJSLs) | Activities | Assessments |
|--|---|--|--|
| <p>How do artists create unity in a three-dimensional form.</p> | <p>The students will to create a work of art that achieves unity through the use of a single material, form or surface treatment. NJSLs# 1.1, 1.2, 1.3, 1.4 CRP 4, CRP 6, CRP 7</p> <p>STUDENTS WILL BE ABLE TO:</p> <p>Organize things based on their similarity in color, texture, shape, pattern or form</p> <p>Understand that diversity contributes to its success.</p> | <p>1. Students will watch a video about Louise Nevelson. 2. They will research Nevelson's assemblages for inspiration. Wood, wire and paper and found objects can be used to create an assemblage. Materials: wood, wire, glue, newspaper, paint, paint brushes, and needle nose pliers</p> | <p>Art vocabulary related to unity will be recorded in the student's sketchbook.</p> <p>Students will critique artwork using the four steps of art criticism.</p> <p>The principle of design, unity is apparent in the creation of the three-dimensional form.</p> <p>A written critique using the four steps of art criticism will be completed by the student.</p> <p>A rubric developed by the teacher will be used for assessment.</p> |

Unit 8:

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>) | Activities | Assessments |
|---|--|--|--|
| How does the artist create emphasis in a three-dimensional form? | The students will be able to create a center of interest in a work of art. NJSLS#: 1.1, 1.2, 1.3, 1.4 CRP6 STUDENTS WILL BE ABLE TO: Understand and explain that a focal point is the part of an artwork that viewers tend to notice first. Observe and describe how artists create emphasis in an art | 1. Create an interesting puzzle using slab construction. They will use three glazes. One of the puzzle pieces will be the focal point. Materials: clay, clay tools, newspaper, glaze and paper. | Art vocabulary related to unity will be record in the student's art sketchbook. Effective use of emphasis to create desired outcome will be exhibited in artworks. Conduct around-table critique/discussion of completed student craft works A rubric developed by teacher will be used for assessment. |

Unit 9:

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>) | Activities | Assessments |
|---|---|--|---|
| How do sculptors strive to create balanced artworks so that all of the parts have equal visual weight and structure? | Students will explore various ways to achieve balance in their artworks. NJSLS# 1.1, 1.2, 1.3, 1.4 CPR6, CPR7 STUDENTS WILL BE ABLE TO: Understand that balance maybe symmetrical, asymmetrical or have radial balance. | 1. Create a mobile that is asymmetrical balanced arrangements of line and shape. View a Calder video and research his work on line. Visit the Modern art Museum. 2. Create a radial design which will be hand painted on a ceramic slab constructed platter. Research the art of Mimbres culture. Great project as a cross curricular project with the math department. 3. Cast a symmetrical cup or vase which shows symmetrical balance. | Art vocabulary related to the principles of design balance will be recorded in the sketchbook. Effective use of balance to create desired outcome will be exhibited in artwork. The principle of design, balance is apparent in the creation of the work. A rubric developed by teacher will be used for assessment. |

Unit 10:

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (NJSLs) | Activities | Assessments |
|--|---|---|---|
| How do sculptors create repetition and pattern in a three-dimensional form? | Students will use repetition and pattern effectively in their productions. NJSLs#: 1.1, 1.2, 1.3, 1.4 CRP4, CRP6 THE STUDENTS WILL BE ABLE TO: Create a form which will focus on repetition and pattern on a three-dimensional form | On a 12x12 board, students' will create repetition by using one shape from the woodies box and repeating the one shape into a pattern. The wood shape would create a starry night effect. Materials: woodies, board, glue, acrylic paint, brushes | Art Vocabulary related to the principle of design variety will be recorded in the student's sketchbook. Effective use of pattern to create desired outcome will be exhibited in artworks. A written critique of the artwork will be completed by the student. A rubric developed by teacher will be used for assessment. |

Unit 11:

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>) | Activities | Assessments |
|---|---|--|---|
| <p>How do visual patterns create rhythm?</p> <p>How do rhythms lead us from one point to another?</p> <p>What is implied movement?</p> | <p>Students will explore a variety of ways to use the principles of rhythm and movement in their artwork.</p> <p>NJSLS#: 1.1, 1.2, 1.3, 1.4</p> <p>CRP6</p> <p>STUDENTS WILL BE ABLE TO:</p> <p>Use a repeating element in their design to create movement.</p> <p>Repeat more than one element to create an alternating rhythmic pattern.</p> | <p>Create a free form shape in the clay. Cut out a dozen pieces of the one shape in the clay. Find a container to line the piece of clay in. Overlap the shapes and by doing this you will create rhythm and a pattern.</p> <p>Materials: clay, glaze, newspaper, brushes, a container and clay tools.</p> | <p>Art vocabulary related to the principle of design rhythm will be recorded in the student's art sketchbook.</p> <p>Effective use of rhythm and movement to create desired outcome will be exhibited in artwork.</p> <p>The principle of design rhythm is apparent in the artwork.</p> <p>The student will write a critique using the four steps of art criticism.</p> <p>A rubric developed by teacher will be used for assessment.</p> |

Unit 12:

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>) | Activities | Assessments |
|---|--|---|---|
| <p>What is proportion</p> <p>Why do artists manipulate the normal size, scale, or proportion of things?</p> | <p>Students will explore the principles of proportion through a three-dimensional art.</p> <p>NJSLS#: 1.1, 1.2, 1.3,1.4 CRP4, CRP6, CRP7</p> <p>STUDENTS WILL BE ABLE TO:</p> <p>Define proportion as a principle of art.</p> | <p>1. Create a Henry Moore inspired family sculpture in clay. Students will mold the clay creating exaggerated proportions.</p> <p>They will view a power point presentation of Henry Moore sculptures at the Botanical Gardens in the Bronx.</p> <p>Material: Clay, newspaper, clay tools, black acrylic paint, paint brushes and metallic gold rub and buff</p> | <p>Art vocabulary related to proportion and scale will be recorded in the student's art sketchbook.</p> <p>Conduct a final class critique/discussion of completed student's ceramic family sculpture.</p> <p>Effects of proportion and scale will be exhibited in students' work.</p> <p>A rubric developed by teacher will be used for assessment.</p> |

New Jersey Student Learning Standards
Academic Area

1. Standard 1.1 The Creative Process: All students will demonstrate and understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual art.

2. Standard 1.2 History of the Arts and Culture: All Students will understand the role, development and influence of the arts throughout history and across cultures.

3. Standard 1.3 Performing: All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.

4. Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theatre and visual art.

New Jersey Scoring Rubric

1. Expressiveness of theme/idea
2. Originality (does not use trite, overused symbols)
3. Technical use of medium/execution/skill in handling tools and materials
4. Composition (use of design elements and principles)
5. Visual complexity/details
6. Experimentation with new combinations of materials
7. Transfer of learning to new situations
8. Effort/interest in project (amount of thought, (planning, time, care)
9. Followed instructions
10. Completed project on time