

CURRICULUM GUIDE
VISUAL/PERFORMING ARTS DEPT.

COURSE:	Ceramics/Sculpture
GRADE:	9 - 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

Ceramics/Sculpture is a full year course focusing on the art of hand building and understanding three-dimensional design concepts. The course introduces an assortment of ceramic hand building techniques such as, pinching, coiling, slab construction, press and drape molds. The student's will learn about the properties of clay, develop the technical skills of hand building and become familiar with firing and glazing. Experiences in ceramics/sculpture will include working in other sculptural materials such as, wire, wood, plaster and paper. Lessons will include studio work, class discussions, research, sketching and taking notes in their notebook 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

Acero, Raul, *Making Ceramic Sculpture* New York City, NY. Lark Books, Sterling Publishing Co., Inc.

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., 1955

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.**
- . Understand the physical properties of clay and the characteristics of its stages of development from raw material to finished products.**
- . Understand the techniques of applied and inscribed surface treatments, over glazing applied to hand-built ceramics.**
- . Understand the language of art as it applies to representational sculpture.**
- . Maintain a notebook**
- . Understand and apply the use of the elements of art and the principle of design in their production.**
- . 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: Intro to Ceramics/Sculpture

Explore art elements:

Unit 2: Shape and Form

Unit 3: Line

Unit 4: Color and Value

Unit 5: Texture and space

Unit 6: Critique

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 Ceramics/Sculpture</u>	<u>2-3 weeks</u>
<u>Unit 2: Shape and Form</u>	<u>3-4 weeks</u>
<u>Unit 3: Line</u>	<u>3-4 weeks</u>
<u>Unit 4: Color and Value</u>	<u>3-4 weeks</u>
<u>Unit 5: Texture and Space</u>	<u>3-4 weeks</u>
<u>Unit 6: Critique</u>	<u>1-2 weeks</u>
<u>Unit 7: Proportion</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>3-4weeks</u>
<u>Unit 12: Unity</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>What is clay and where does it come from.</p>	<p>To introduce students to the history fundamental of ceramic/sculpture. NJSLS# 1.1, 1.2, 1.4 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>	<p>1. Students will read the introduction to ceramics.</p> <p>2. Students will discuss the importance of form, content and technique as it applies to ceramics/sculpture</p>	<p>Teacher observation</p> <p>Art vocabulary related to subject matter will be recorded in the students' notebook.</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLS)	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>What is the history of Japanese tea bowls</p>	<p>Students will use shape and form for a creative composition. NJSLS# 1,1, 1.2, 1.3, 1.4 CRP4, CRP6, CRP7 THE STUDENTS WILL BE ABLE TO: Understand the three-dimensional characteristics of form. Define shape and form.</p>	<ol style="list-style-type: none"> 1. Create a shallow Japanese tea bowl with out a handle that can comfortably held in your hand using the hand-building method of pinching. 2. Explore geometric and free form shapes when creating a bowls. 3. Create a bottle form by joining to pinch pots together. Introduce vocabulary to describe the bottle shape with emphasis on organic terminology. 4. The student will learn about the history of Japanese tea bowls. 	<p>Art vocabulary related to shape and form will be recorded in the student's art notebook.</p> <p>Develop control and ability in manipulating a single ball of clay with ones hand.</p> <p>A written essay will be completed by the student.</p> <p>A rubric developed by teacher will be used for assessment.</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLLS)	Activities	Assessments
<p>How is line defined in a three-dimensional form?</p> <p>What is coil construction?</p> <p>What is a template?</p>	<p>To define line in a three-dimensional form. NJSLLS#: 1.1, 1.2, 1.3, 1.4 CRP4, CRP6, CRP7 THE STUDENTS WILL BE ABLE TO: Create a three-dimensional form using line. Create a template to use as a guide when building. Develop manipulative skills when rolling and placing coils on top the previous coil when shaping the form.</p>	<ol style="list-style-type: none"> 1. Hand-build a symmetrical coil pot that has a shape and coil design with in the pot. 2. Create an asymmetrical coil constructed teapot with al lid, spout, and handle. 3. Create a coil constructed pitcher with spout and handle. 4. Students will learn about the pottery of different cultures. 5. Create a symmetrical coil constructed pot referencing Greek pottery and Geometric designs. <p>Materials: clay, slip, brush and clay tools.</p>	<p>Art vocabulary related to line will be recorded in the students' notebook</p> <p>A quiz on vocabulary words.</p> <p>Students will write an essay about Egyptian pottery.</p> <p>The use of line will be evident in students finished work.</p> <p>A rubric developed by the teacher will be used for assessment.</p>

Unit 4:

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?</p> <p>How are tints and shades of a color made?</p> <p>How are primary and secondary colors made?</p> <p>What are contrasting colors?</p> <p>What is glaze and how is it applied.</p>	<p>Students will understand the use color and value as element in a variety of ceramic/sculpture projects. NJSLs#: 1.1, 1.2, 1.3, 1.4. CRP6 THE STUDENT WILL BE ABLE TO: Know how to mix color with the help of the color wheel. Employ color schemes and harmonies to strengthen design. Understand the chemical make up of glaze. Know how many coats of glaze to apply by the lightness or darkness of a color.</p>	<ol style="list-style-type: none"> 1. Create tea bowls and glazed them with primary colors. 2. Create a color wheel and identify the primary, secondary, intermediate and analogous colors. 3. Show contrast with colors. 	<p>Art vocabulary related to color and value will be recorded in the student's notebook.</p> <p>The use of the element of color will be evident in the students' project.</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 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLLS)	Activities	Assessments
<p>What is texture?</p> <p>What is tactile texture?</p> <p>How can this element of art be used on clay?</p> <p>What is beveling?</p> <p>What is space?</p> <p>What is positive and negative space in a three-dimensional sculpture?</p> <p>What is linear perspective?</p> <p>What is piercing?</p> <p>What is a Finial?</p>	<p>Students will explore ways to impart texture on clay. NJCCC#: 1.1, 1.2, 1.3, 1.4 CRP6, CRP7 THE STUDENT WILL BE ABLE TO:</p> <p>Identify various textures in nature and human-made environments. Explore the use of texture on clay slabs. Understand how texture is perceived and appreciated through the senses. Demonstrate their knowledge and understanding of the process of slab construction.</p> <p>Explore the history of Jug Faces and Ramadan Lanterns.</p>	<ol style="list-style-type: none"> 1. Students will create a slab constructed box with a variety of textures, piercing and positive and negative space. 2. Students will create a face jug with texture and positive and negative space. 3. Students will create a landscape tile showing linear perspective. 4. Students will create a lantern referencing the Ramadan Lantern. <p>Materials: clay, clay tools, newspaper, soda bottle and plastic bag</p>	<p>Art vocabulary related to texture and slab construction will be recorded in the students' notebook.</p> <p>Students will write a critique using the four steps of art criticism.</p> <p>Effective use of texture and space to create desired outcome will be exhibited in the art work.</p> <p>A rubric developed by teacher will be used for assessment.</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>What is art criticism?</p> <p>What are the four steps?</p> <p>What is meant by critical evaluation?</p>	<p>Students will demonstrate their knowledge and understanding of the four steps of art criticism. NJSLs# 1.1, 1.2, 1.3, 1.4 CRP4 THE STUDENTS WILL BE ABLE TO:</p> <p>Describe, analyze, interpret, and evaluate art work.</p> <p>Apply the four step method of art criticism to their work in a written and oral response.</p>	<ol style="list-style-type: none">1. Students will critique their slap construction project using the four steps of criticism in and written response.2. They will read and answer questions on art criticism hand out.	<p>Art vocabulary related to art criticism will be recorded in the student notebook.</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 7:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLS)	Activities	Assessments
<p>What is proportion?</p> <p>Why do artist manipulate the normal size, scale, or proportion of things.</p> <p>What is an armature?</p>	<p>Students will explore the principles of proportion through three-dimensional art. NJSLS# 1.1, 1.2, 1.3, 1.4 CRP4, CRP6, CRP7 STUDENTS WILL BE ABLE TO: Define proportion as a principle of art.</p> <p>Understanding that proportion has to do with the relationship between parts of the whole.</p>	<ol style="list-style-type: none"> 1. Create a hollow form sculpture of an animal understanding the relationships between parts of the whole. 2. Create an exaggerated human figure. 3. Create a mask from clay, Or paper Mache. 4. Research masks at the library. 	<p>Art vocabulary related to proportion and scale will be recorded in the students' notebook.</p> <p>Effects of proportion and scale will be exhibited in student's work</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 an artist create emphasis in a three-dimensional form?	The students will create a center of interest in a work of art. NJSLS# 1.1, 1.2, 1.3, 1.4 STUDENTS WILL BE ABLE TO: Understand and explain that a focal point is the part of an art work that viewers tend to notice first. Observe and describe how artist create emphasis in art work.	1. Students will explore creating a family structure in abstract sculpture. Material: Foam core, masking tape, x-acto knife, straight pins, glue, acrylic paint, and gesso.	Art vocabulary related to emphasis will be recorded in the students' notebook. Effective use of emphasis to create desired outcome will be exhibited in art work. A rubric developed by teacher will be used for assessment.

Unit 9:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>How do sculptors strive to create balanced artworks so that all of the parts have equal visual weight and structure?</p> <p>What is symmetrical balance?</p> <p>What is the axis?</p> <p>What is asymmetrical balance?</p>	<p>Students will explore the principles of balance in various ways in their artwork. NJSLS# 1.1, 1.2, 1.3, 1.4 CRP6, CRP7 STUDENTS WILL BE ABLE TO:</p> <p>Understand that balance maybe symmetrical, asymmetrical or have radial balance.</p>	<ol style="list-style-type: none"> 1. Create a ceramic Mask. 2. Students will choose an authentic mask to build from an Africa, Mexico, United States or Trinidad. 3. Students' will create a paper sculpture of a head. Students will explore facial proportion. 	<p>Art vocabulary related to principles of design balance will be recorded in the notebook.</p> <p>Effective use of balance to create desired outcome will be exhibited in artwork.</p> <p>The principle of design, balance is apparent in the creation of the artwork.</p> <p>A rubric developed by teacher will be used for assessment.</p>

Unit 10:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>What is repetition?</p> <p>How can you show repetition in a three-dimensional form?</p> <p>What is an assemblage?</p>	<p>Students will explore the principles of repetition and pattern effectively in their productions.</p> <p>NJSLS# 1.1, 1.2, 1.3 1.4</p> <p>CRP4, CRP6, CRP7</p> <p>THE STUDENT WILL BE ABLE TO:</p> <p>Create repetition and pattern in a work of art.</p>	<ol style="list-style-type: none">1. Create a ceramic bowl using repeating design to create the bowl. Students will create a press mold process.2. Create a Louise Nevelson inspired wood assemblage using woodies.3. Create a mosaic tile showing pattern and repetition.	<p>Art vocabulary related to the principle of design repetition and variety will be recorded in the students' notebook.</p> <p>Effective use of pattern to create desired outcome will be exhibited in artwork.</p> <p>A written critique of the artwork will be completed by the student.</p> <p>A rubric developed by teacher will be used for assessment.</p>

Unit 11:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLS)	Activities	Assessments
<p>How do visual patterns create rhythm and movement?</p> <p>How do rhythms lead us from one point to another:</p> <p>What is kinetic art?</p>	<p>Students will explore a variety of ways to use the principles of rhythm and movement in their artwork. NJSLS# 1.1, 1.2, 1.3, 1.4 CRP6, CRP7 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>1. Students will create a Calder inspired mobile.</p> <p>Materials: Wire, chicken wire, clay and wire cutters.</p> <p>2. Flying insect sculptures</p> <p>Materials: Basket reed, rice paper, glue, string and scissors.</p>	<p>Art vocabulary related to the principle of design rhythm will be recorded in the students' notebook.</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 (NJSLs)	Activities	Assessments
How do artists create unity in a three-dimensional form.	Students will explore a variety of ways to use the principles of unity in their artwork. NJSLs# 1.1, 1.2, 1.3, 1.4 CRP4 STUDENTS WILL BE ABLE TO: Organize things based on their similarity in color, texture, shape, pattern or form. Understand that diversity contributes to its success.	1. Students will create an abstract ceramic collage. Materials: clay, glaze, and brushes 2. Students will create a paper sculpture of a fish Materials: Water color paper, glue, scissors and x-acto knife.	Art vocabulary related to unity will be recorded in the students' notebook. The principle of design, unity is apparent in the creation of the three-dimensional form. A written critique using the four steps of art criticism will be completed by the student. A rubric developed by the teacher will be used for assessment.

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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, and care)
9. Followed instructions
10. Completed project on time.