Content Area: Ceramics and Sculpture 2

The Ceramics and Sculpture Curriculum at Niagara Falls High School will utilize State Standards to give students a full and rich understanding of Contemporary Ceramics, not limited to techniques but incorporating relevant artists, historical and contemporary, to help students understand how and why people make ceramic and sculptural art. They will engage with ceramic and sculptural concepts that enrich their cognitive development and abstract thinking skills. The class will go beyond a basic approach to craft-making and encourage creative thinking and constructive problem-solving skills to create a worthwhile experience that builds skills that will benefit students in areas of life beyond the ceramics classroom.

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Text/Supplemental Resources** | **Suggested Activities** | **Assessment(s)** |
| Review of Clay Techniques  Building with Slabs  Coil Construction  Advanced  Wheel Thrown Forms  The Vessel  Sculpture  Installation  Independent  Final Project | Student demonstrates understanding on concepts taught reflected in project built as well as written and verbal reflections.  Student demonstrates understanding on concepts taught reflected in project built as well as written and verbal reflections.  Student demonstrates understanding on concepts taught reflected in project built as well as written and verbal reflections.  Student demonstrates understanding on concepts taught reflected in project built as well as written and verbal reflections.  Student demonstrates understanding on concepts taught reflected in project built as well as written and verbal reflections.  Student demonstrates understanding on concepts taught reflected in project built as well as written and verbal reflections.  Students will learn about how space and place impact the perception of a work of art by creating a site-specific installation artwork.  Student will propose a self-guided project to complete that demonstrates technical and conceptual skills acquired during the school year. | Understanding the importance of firing, glazing, and different clay construction techniques.  Students will explore surface techniques to use clay as an expressive art medium and keep a record of their creative experiments.  VA:Cr2.1.HSI  Generate and develop artistic work in a self-directed manner.  VA:Cr2.1.HSII  Through  experimentation,  practice, and  persistence,  demonstrate  acquisition of skills  and knowledge in a  chosen art form.  VA:Cr2.3.HSI  Redesign an object, system, place, or design in response to contemporary issues.  VA:Cr2.1.HS1  Generate and develop artistic work in a self-directed manner.  VA:CR3.S.HS1  Develop a proposal and create sketches or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place.  Students will be able to demonstrate technical and conceptual skills in a self-directed way. | Students will explore the medium of clay to refamiliarize themselves with it.    VA:Cr1.1.7  Document and reflect on early stages of the creative process, visually and/or verbally in traditional or new media.  VA:Cr1.2.HSII  Consider a range  of materials and  methods of  traditional and  contemporary  artistic practices to  plan works of art and  design.  VA:Cr2.2.8  Demonstrate an environmentally conscious approach to conservation, care, and clean-up of art materials, tools, and equipment in the art classroom.  VA:Re7.2.HS1  Analyze the reciprocal relationship between understanding the world and experiencing imagery.  VA:Pr6.1.HSII  Make, Explain, and justify connections between artists, or artwork and social, cultural and political history.  Students will be able to recognize how artwork’s position and place impacts the meaning of artwork.  VA:CR3.1.HS1  Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress. | A range of contemporary and historical artist will be shown and discussed to inspire and educate students.  Historical and contemporary artist will be chosen, shown, and discussed based on relevancy to project.  Historical and contemporary artist will be chosen, shown, and discussed based on relevancy to project.  Historical and contemporary artist will be chosen, shown, and discussed based on relevancy to project.  Historical and contemporary artist will be chosen, shown, and discussed based on relevancy to project.  Historical and contemporary artist will be chosen, shown, and discussed based on relevancy to project.  Historical and contemporary artist will be chosen, shown, and discussed based on relevancy to project.  Student will present historical and contemporary works that influenced concept and/or design choices. | Introductory projects may include pinch pots, texture explorations.  Slab construction with beveled edges. Projects address prompt based on relevant themes and artists.  Coil-built sculpture or vessel exemplifying skills learned, such as attaching sections of clay together, blending, and the student’s chosen concept or response to prompt.  Student demonstrates the ability to throw more advanced wheel thrown forms, closed form, double-walled vessel,multi-piece functional pottery. Ex: a teapot with thrown lid, spout, and pulled handle. Sculptural objects from the wheel can also be explored.  Student uses the concept of the vessel symbolically to address interests or prompt.  Student applies knowledge of ceramic building techniques to create a sculpture that addresses the given prompt.  Students plan a collaborative approach to installation art. Students seek permission to get work displayed in a public place.  VA:Re8.1.HSI  Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. | Formative: participation in class activities and discussions.  Summative: The artwork itself, written and verbal reflections and artist statements.  Work appropriately builds on previous skills.  Formative: participation in class activities and discussions.  Summative: The artwork itself, written and verbal reflections and artist statements. Work appropriately builds on previous skills.  Formative: participation in class activities and discussions.  Summative: The artwork itself, written and verbal reflections and artist statements. Work appropriately builds on previous skills.  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