

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

SCULPTURE AND CERAMICS I

GRADE 10-12

Date of Board Approval: November 20, 2008

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

Title of Course: Sculpture and Ceramics I Subject Area: Art Grade Level: 10, 11, or 12

Course Length: (Semester/Year): Year Duration: 1 period/50 min. Frequency: 4 pd/week

Prerequisites: none Credit: 1 Level: **Not Applicable**

Course Description/Objectives:

The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of art can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical and aesthetic response.

Sculpture and Ceramics I is a foundation course intended for students who want to strengthen their three dimensional skills in clay and sculpture media. This course is designed to meet the needs of the beginner and those who already have an understanding of sculpture and ceramic fundamentals. It is intended for a variety of student interest levels including those looking for a concentration in art processes as well as those who wish to engage in art as a hobby.

Through the production of functional and non-functional ceramics and sculpture, students will focus on the basic technical skills with an emphasis on the art elements and principles. Students will explore coil, slab, potter's wheel and a variety of sculpture techniques as a foundation for more complex problems. Students will also experience a wide range of surface treatments including textural and colorant methods. Problem solving plays a large role in Sculpture and Ceramics I. Techniques are introduced, problems posed, materials supplied, with the expectation that students solve the problem to the best of their ability. Problems include specific criteria in art elements, principles and technique. Students are given freedom in their solutions.

Students will examine a variety of historic sculpture and ceramics as well as works by professional arts and their peers. Through an understanding of the art elements and principles, and the use of appropriate vocabulary, students will discuss the art of sculpture and ceramics. Students will also be expected to critically analyze and critique their own work, the work of the professional arts, and the work of their peers.

Major Text(s)/Resources: none

Curriculum Writing Committee: Susan Sheaffer

Strand: 9.1 Visual Arts		Subject Area: Sculpture and Ceramics I	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> Using reclaimed clay, clean, mix, knead and wedge into a workable consistency. 	<ul style="list-style-type: none"> Teacher observation. Skill demonstration. Participation in class work. Project completion and evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> Construct a slab ceramic work with a low relief surface embellishment technique. 	<ul style="list-style-type: none"> Teacher observation. Skill demonstration. Project completion and evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> Design and construct a vessel demonstrating proper form including the foot, belly, shoulder, neck and lip. 	<ul style="list-style-type: none"> Skill demonstration. Participation in class work. Project completion and evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> Design and construct a coil vessel with subtracted surface refinement or exposed coil surface embellishment. 	<ul style="list-style-type: none"> Skill demonstration. Participation in class work. Project completion and evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> Design and construct a slab or coil piece using a drape or slump mold with a clay colorant composition. 	<ul style="list-style-type: none"> Skill demonstration. Project completion and evaluation. 	

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A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> Center and pull a low walled, straight sided cylinder on the electric potter's wheel. 	<ul style="list-style-type: none"> Teacher observation. Skill demonstration. Project completion and evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> Practice specific wheel skill: shaping body form, uniform wall thickness, and clean lip termination. 	<ul style="list-style-type: none"> Teacher observation. Skill demonstration. Project completion and evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> Decorate ware choosing some of the following techniques: underglaze, low and high fire glaze, engobe, oxides and sgraffito. 	<ul style="list-style-type: none"> Skill demonstration. Participation in class work. Project completion and evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> Glaze ware using the anatomy of the pot to aesthetically determine the design using poured, brush application and panel dip techniques. 	<ul style="list-style-type: none"> Teacher observation. Skill demonstration. Participation in class work. Project completion and evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> Produce 3-D, sculptural work (additive or subtractive) in stoneware clay using some of the following techniques: modeling, carving, paddling and assembling. 	<ul style="list-style-type: none"> Teacher observation. Skill demonstration. Participation in class work. Project completion and evaluation. 	

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A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> Produce 3-D, sculptural work (additive or subtractive) in media other than stoneware clay e.g., (aluminum, wire, cardboard, paper, Paris-craft, found-object, wood, plasticene, clay, and paper mache). 	<ul style="list-style-type: none"> Teacher observation. Skill demonstration. Participation in class work. Project completion and evaluation. 	
C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> Use proper terminology in describing processes, tools, and materials in the production of sculpture and ceramics. 	<ul style="list-style-type: none"> Teacher observation. Oral discussion. Critique. Participation in class work. Recognition tests. 	
D. Demonstrate specific styles in combination through the production or performance of a unique work of art.	<ul style="list-style-type: none"> Design and construct a sculpture or ceramic piece combining two different techniques. (e.g., coil and slab, wheel and coil, punch and coil). 	<ul style="list-style-type: none"> Teacher observation. Skill demonstration. Project completion and evaluation. 	
E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	<ul style="list-style-type: none"> Design and construct sculpture or ceramics with a specific theme and evaluate its expressive qualities. 	<ul style="list-style-type: none"> Teacher observation. Project completion and evaluation. Oral discussions. 	
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> Design and construct sculpture or ceramics where form and function reflect a specific historic time and cultural style. 	<ul style="list-style-type: none"> Skill demonstration. Participation in class work. Project completion and evaluation. 	

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G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> Observe professional artists and practice specific techniques to improve skill level. Keep a journal recording progress in writing and sketches. 	<ul style="list-style-type: none"> Journals. Teacher observation. Skill demonstration. Process experimentation. Participation in class critiques. 	
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> Describe the progressive steps to problem solving in sculpture and ceramics. 	<ul style="list-style-type: none"> Checklists of skills. Diagrams. Participation in class work. Process experimentation. 	
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	<ul style="list-style-type: none"> Demonstrate proper and safe use of tools, materials and equipment in the production of sculpture and ceramics. 	<ul style="list-style-type: none"> Teacher observation. Skill demonstration. Written tests. Checklists of skills 	
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> Research regional art exhibits, museums and web sites. Discuss upcoming events and the admission process. 	<ul style="list-style-type: none"> Project completion. Participation in class work/field trips. Written presentations. Oral discussions. 	
K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> Through the completion of hand built and wheel-thrown pottery, analyze and evaluate the processes aesthetically. 	<ul style="list-style-type: none"> Participation in class critiques. Teacher observation. Skill demonstration. Project completion and evaluation. Journals. 	

Strand: 9.2 Historical and Cultural Contexts		Subject Area: Sculpture and Ceramics I	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> Research the origin and explain the procedure in creating a piece of sculpture or ceramics. 	<ul style="list-style-type: none"> Class participation. Oral and written presentation. 	
B. Relate work in the arts chronologically to historical events.	<ul style="list-style-type: none"> Create a timeline placing sculpture and clay examples in chronological order. 	<ul style="list-style-type: none"> Class participation. Oral and written presentation. Project completion. 	
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> Create a work of art that reflects a specific historic technique, form or function from a specific culture or surface embellishment of cultural significance. 	<ul style="list-style-type: none"> Project completion. Project evaluation. Oral and written presentations. 	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> Categorize and discuss examples of professional and student sculpture and ceramics from an historic point of view. 	<ul style="list-style-type: none"> Oral and written presentation. Participation in class discussions. 	
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	<ul style="list-style-type: none"> Discuss the historical and cultural influences on the work of professionals, masters, and student work. 	<ul style="list-style-type: none"> Oral and written presentation. Participation in class discussions. 	

Strand: 9.2 Historical and Cultural Contexts		Subject Area: Sculpture and Ceramics I	Grade: 10-12
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F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	<ul style="list-style-type: none"> Using the appropriate vocabulary, describe an art form and how it reflects the community in which it was created. 	<ul style="list-style-type: none"> Oral and written presentation. Participation in class discussions. 	
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> Create a ceramic piece utilizing geographically specific materials and/or purposes. (e.g., clay types, colorants or function) 	<ul style="list-style-type: none"> Project completion. Project evaluation. Participation in class discussions Oral and written presentations. 	
H-L. Identify, describe and analyze the work of Pennsylvania Artists, the philosophical beliefs, history and cultural differences, traditions, themes, forms, and techniques in visual arts.	<ul style="list-style-type: none"> Research a Pennsylvania sculptor or ceramicist. Describe and analyze how beliefs, history, cultural differences, and traditions effect the themes, forms, and techniques in his or her art work. 	<ul style="list-style-type: none"> Participation in class discussions. Oral and written presentations. 	

Strand: 9.3 Critical Response		Subject Area: Sculpture and Ceramics I	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> Compare and contrast student's own work and the work of others ranking works according to glaze compatibility and to anatomy. 	<ul style="list-style-type: none"> Critique. Oral and written presentation. Participation in class discussion. 	
B. Determine and apply criteria to a person's work and works of others in the arts.	<ul style="list-style-type: none"> Analyze ceramic and or sculpture works of art, identifying how some principles were applied. 	<ul style="list-style-type: none"> Critique. Oral and written presentation. Participation in class discussion. 	
C. Apply systems of classification or interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Analyze various ceramic and/or sculpture works and classify according to form, function or other concepts. 	<ul style="list-style-type: none"> Critique. Oral and written presentation. Recognition tests. 	
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> Compare and contrast historical and cultural styles of two specific sculpture and ceramic pieces. 	<ul style="list-style-type: none"> Critique. Oral and written presentation. Participation in class discussion. 	
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> Utilizing appropriate vocabulary, describe and interpret a specific cultural or historic art form (e.g., (American Indian pottery, African masks, Japanese teapots). 	<ul style="list-style-type: none"> Critique. Oral and written presentation. Participation in class discussion. 	

Strand: 9.3 Critical Response		Subject Area: Sculpture and Ceramics I	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
E. Examine and evaluate various types of critical analysis or works in the arts and humanities.	<ul style="list-style-type: none"> Reflect upon their own work and the work of peers and apply findings to works in progress or future works. 	<ul style="list-style-type: none"> Formal critique. Journals. 	
E. Examine and evaluate various types of critical analysis or works in the arts and humanities.	<ul style="list-style-type: none"> Critique both functional and non-functional works and compare the interpretation and judgment processes (e.g., consider the purpose of a piece as its meaning and whether it functions properly). 	<ul style="list-style-type: none"> Formal critique. Oral and written presentations. Class discussion. 	
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> Select the appropriate criteria in judging various types of works in the arts choosing from its realistic, organizational, and emotional qualities. 	<ul style="list-style-type: none"> Formal critique. Oral and written presentations. 	
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	<ul style="list-style-type: none"> Considering aesthetic responses, imitationism, formalism, and emotionalism, discuss the meaning of a work from the past as compared to the present. 	<ul style="list-style-type: none"> Critique. Oral and written presentation. Class discussion. 	
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	<ul style="list-style-type: none"> Research works by a particular sculptor on ceramicist. Evaluate the judgments of art critics and make comparisons with ones' own analysis. 	<ul style="list-style-type: none"> Critique. Oral and written presentation. Class discussion. 	

Strand: 9.4 Aesthetic Response		Subject Area: Sculpture and Ceramics I	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to the individual's own life based on knowledge and experience.	<ul style="list-style-type: none"> Verbally describe, analyze and interpret works of sculpture and ceramics and make judgments based on personal experiences and beliefs. Discuss various responses. 	<ul style="list-style-type: none"> Class discussion. Oral/written response. 	
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.	<ul style="list-style-type: none"> Describe and analyze the expressive qualities in a work of sculpture or ceramics which provoke emotional response. 	<ul style="list-style-type: none"> Class discussion. Oral/written response. 	
C. Compare and contrast the attributes of various audiences' environments as they influence individuals' aesthetic response.	<ul style="list-style-type: none"> Compare and contrast the effect of environments on sculpture and ceramics as it is displayed in some of the following: classroom displays and photographs, art exhibits and gallery visits. 	<ul style="list-style-type: none"> Class discussion. Oral/written response. 	
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	<ul style="list-style-type: none"> Compose philosophical questions about the importance of aesthetics in society. Analyze each question and propose appropriate answers. 	<ul style="list-style-type: none"> Class discussion. Oral/written response. 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)