

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL

ART CURRICULUM

SCULPTURE AND CERAMICS

AUGUST 2019

Sculpture and Ceramics

Grades 9-12

Course Overview

Concentration in this course is on three-dimensional art. Students work on a wide range of sculptural techniques both additive (clay, wire, papier Mache) and subtractive (plaster, wood, stone, carving) as well as assemblage (using found objects to create sculpture).

This course also provides instruction and experience in the techniques of hand-built and wheel thrown pottery with decorating and glazing experiments to enhance the finished piece.

This 2.5 credit semester course helps fulfill the state graduation requirements for at least 5 credits in Visual and Performing Arts.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and the National Core Arts Standards for Visual and Performing Arts.

2019 HTPS Visual Arts Curriculum Map – Sculpture and Ceramics

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
The History of Sculpture and Ceramics	5 days	<p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p>	<p>How does art reflect human culture?</p> <p>How has the creation and aesthetics of sculpture and ceramics evolved throughout history?</p>	<p>Artists use a variety of problem solving and decision-making skills to apply the elements of art and principles of design in three-dimensional works of art.</p> <p>Three-dimensional design in various media helps identify various cultures and civilizations throughout history.</p> <p>The creation of art includes creative planning and designing.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual</p>	<p>Discuss various types of sculpture and ceramics choosing from examples found around the world.</p> <p>Discuss the evolution of sculpture and ceramic works choosing from examples found around the world.</p> <p>Discuss the sculpture and ceramics as a world-wide business and major industry.</p> <p>Discuss realistic, abstract and non-objective sculpture.</p> <p>Possible Learning Activities:</p> <p>Observe and discuss styles and construction techniques of various works of</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p>

	<p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p><i>National Standards</i> VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>		<p>communication, and learn to respect one's own expression and those of others.</p> <p>Artists use a variety of media and technology tools to find inspiration and visual resources.</p> <p>The development of critical thinking skills enables keener insights when solving future design problems.</p>	<p>sculpture and ceramics.</p> <p>View and discuss sculpture and ceramics from around the world in terms of aesthetics and cultural differences between countries, like works from:</p> <p>Contemporary American ceramics artists</p> <p>Native American Pottery Maria Martinez</p> <p>Additional western and non-western works of art and artists</p> <p>Create a resource file of styles of sculpture and/or ceramic works clipped from newspapers, magazines, etc...</p> <p>Create a sketchbook where original ideas can be cataloged for reference.</p> <p>Through critique, analyze</p>			
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					<p>relationships of works of art to one another and use this as a resource for students' own art making.</p> <p>Write a report on a famous sculptor.</p>			
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Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Ceramics: Hand Building and Wheel Thrown	25 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse</p>	<p>What choices must an artist make before beginning a work of art?</p> <p>What are the advantages of hand building pottery rather than using a pottery wheel?</p>	<p>Artists use a variety of problem solving and decision-making skills to apply the elements of art and principles of design in three-dimensional works of art.</p> <p>Three-dimensional design in various media helps identify various cultures and civilizations throughout history.</p> <p>The creation of art includes creative planning and designing.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual</p>	<p>Create pottery works using a variety of hand building techniques, like Coil Slab Drape</p> <p>Create a slab/coil construction of a functional piece of pottery with a pinch/modeled figure as an additional sculptural element or decoration.</p> <p>Create pottery works which demonstrate an understanding of the stages of clay and the possibilities and limitations of each stage.</p> <p>Using the potter’s wheel create a cylinder with sgraffito surface design decoration techniques</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>

	<p>two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>National Standards VA: Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.1.IIa Through experimentation, practice, and</p>		<p>communication, and learn to respect one's own expression and those of others.</p> <p>Artists use a variety of media and technology tools to find inspiration and visual resources.</p> <p>The development of critical thinking skills enables keener insights when solving future design problems.</p>	<p>Construct paper templates for slab constructed pottery.</p> <p>Create pottery using the following techniques safely and properly: Wedging Glazing using splatter, sponge or brush Decorative finishing</p> <p>Footing a thrown piece</p> <p>Demonstrate proper use of various skills in the stages of wheel throwing: Centering Opening Raising Forming Trimming</p> <p>Discuss various firing procedures and approaches for: Bisque Glaze Raku</p>			
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		<p>persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</p> <p>VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>VA:Cn11.1.1a Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>			<p>Define the following terms:</p> <ul style="list-style-type: none"> Applique Bevel Bisqueware Burnishing Glaze Glazeware Greenware Impression Incising Leather hard Low fire clay Plasticity Sgraffito Slip Slip and score Sprigging Wedge Throw/Thrown lid Center Raise Open Form Trim Pulled handle <p>Possible Learning Activities:</p> <p>Create pottery works using a variety of hand building techniques, like</p> <ul style="list-style-type: none"> Coil Slab Drape 			
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					<p>Create a slab/coil construction of a functional piece of pottery with a pinch/modeled figure as an additional sculptural element or decoration.</p> <p>Create pottery works which demonstrate an understanding of the stages of clay and the possibilities and limitations of each stage.</p> <p>Using the potter's wheel create a cylinder with sgraffito surface design decoration techniques</p>			
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2019 HTPS Visual Arts Curriculum Map – Sculpture and Ceramics

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Modeling in Clay, Plaster, or Paper Mache	10 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques,</p>	<p>How can artists use traditional methods of modeling to create innovative works of art?</p> <p>What are the differences between additive and subtractive techniques when creating 3D art?</p>	<p>Artists use a variety of problem solving and decision-making skills to apply the elements of art and principles of design in three-dimensional works of art.</p> <p>Three-dimensional design in various media helps identify various cultures and civilizations throughout history.</p> <p>The creation of art includes creative planning and designing.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual</p>	<p>Discuss and define terms used to describe three-dimensional modeling media and approaches</p> <p>Discuss and demonstrate sculpture modeling techniques using a variety of approaches</p> <p>Discuss the difference between additive and subtractive techniques</p> <p>Discuss and demonstrate safe handling and use of such things as:</p> <p>Terracotta clay Boxwood modeling tools Various low fire clays Metal dental</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Identify errors in reasoning through discussion.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Written summative assessments of unit study.</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

	<p>and cultural understanding.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>National Standards VA: Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact human health and the</p>	<p>communication, and learn to respect one's own expression and those of others.</p> <p>Artists use a variety of media and technology tools to find inspiration and visual resources.</p> <p>The development of critical thinking skills enables keener insights when solving future design problems.</p>	<p>tools</p> <p>Oil based clay</p> <p>Calipers</p> <p>Paper Mache</p> <p>Turntable</p> <p>Plaster</p> <p>Chicken wire and other wires</p> <p>Wax</p> <p>Styrofoam</p> <p>Wire-ended loop tools</p> <p>Newspaper</p> <p>Spatula</p> <p>Discuss and define the following terms:</p> <p>Terracotta clay</p> <p>Convex Modeling</p> <p>Turntable</p> <p>Plastic</p> <p>Liquid stage</p> <p>Leatherhard</p> <p>Putty stage</p> <p>Greenware</p> <p>Rigid stage</p> <p>Bisque</p> <p>Set stage</p> <p>Oil based clay</p> <p>Cure stage</p> <p>Armature</p> <p>Dry stage</p> <p>Paper Mache</p> <p>Realism</p> <p>Caliper</p> <p>Abstraction</p>			
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		<p>environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>VA:Cr3.1.IIa 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.</p> <p>VA:Re.7.2.Ia Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p>VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>			<p>Negative space Non-objective Positive space Concave</p> <p>Possible Learning Activities:</p> <p>Create an abstract sculpture (figure) in the round using terra cotta clay in the style of Henry Moore.</p> <p>Create sculpture using one of the following subject resources: animals, inanimate objects, the figure, nature.</p>			
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2019 HTPS Visual Arts Curriculum Map – Sculpture and Ceramics

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Construction or Mobiles	15 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery</p>	<p>How can diverse art media and techniques impact originality and artistic statement?</p> <p>How can artists use negative and positive space to enhance the visual impact of a 3D piece of art?</p>	<p>Artists use a variety of problem solving and decision-making skills to apply the elements of art and principles of design in three-dimensional works of art.</p> <p>Three-dimensional design in various media helps identify various cultures and civilizations throughout history.</p> <p>The creation of art includes creative planning and designing.</p> <p>Through the study of art, people learn to make informed critical judgments, gain</p>	<p>Define and demonstrate safe and proper use of media and tools, such as:</p> <ul style="list-style-type: none"> A. Foam core board B. Styrofoam C. Board D. Paper sheet E. Plastic F. X-acto knives G. Files H. Sandpaper I. Adhesives J. Pins K. Paint L. Gesso <p>Define and discuss the following terms:</p> <ul style="list-style-type: none"> A. Construction B. Stabile C. Additive D. Relief E. Realism F. Mobile G. Abstraction H. Non-objective I. Maquette J. Negative Space K. Positive space <p>Possible Learning Activities:</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>Demonstrate safe use of art materials,</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP2. Apply appropriate academic</p>

	<p>of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>National Standards VA: Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact</p>		<p>knowledge about visual communication, and learn to respect one's own expression and those of others.</p> <p>Artists use a variety of media and technology tools to find inspiration and visual resources.</p> <p>The development of critical thinking skills enables keener insights when solving future design problems.</p>	<p>Create a constructed sculpture using a variety of media and approaches</p> <p>Create a mobile using a variety of media and approaches</p> <p>Using foam board, create a stable or relief sculpture</p>		<p>ingredients, and equipment.</p> <p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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	<p>human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>VA:Cr3.1.IIa 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.</p> <p>VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p>VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>						
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2019 HTPS Visual Arts Curriculum Map – Sculpture and Ceramics

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Assemblage	5 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional</p>	<p>How can an artist express meaning through various media?</p> <p>What kinds of found objects would be acceptable to use in a work of art and why?</p>	<p>Artists use a variety of problem solving and decision-making skills to apply the elements of art and principles of design in three-dimensional works of art.</p> <p>Three-dimensional design in various media helps identify various cultures and civilizations throughout history.</p> <p>The creation of art includes creative planning and designing.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual</p>	<p>Discuss and define assemblage and types, such as:</p> <p>A. Collage B. Montage C. Construction</p> <p>Discuss and demonstrate the safe and proper use of materials and tools, such as:</p> <p>A. Found objects B. Fibers C. Wood D. Plastics E. Board F. Metal G. Paper H. Paper Mache I. Plaster/Paris crafts strips J. Styrofoam K. Saws L. Nails M. Adhesives N. Paint O. Gesso P. Clay and glazes</p> <p>Discuss and define the following sculpture terms and their relationship to assemblage:</p> <p>A. In the round</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>Demonstrate safe use of art materials, ingredients, and equipment.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>

	<p>artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>National Standards VA: Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p>VA:Cr1.2.Ia Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.</p> <p>VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility</p>		<p>communication, and learn to respect one’s own expression and those of others.</p> <p>Artists use a variety of media and technology tools to find inspiration and visual resources.</p> <p>The development of critical thinking skills enables keener insights when solving future design problems.</p>	<p>B. Relief C. Positive space D. Negative space E. Installation F. Synectics G. Additive/ Subtractive H. Camouflage I. Metamorphosis J. Oxymoron K. Paradox L. Sensory analog M. Metaphor N. Analogy O. Fantasy P. High / low relief</p> <p>Possible Learning Activities:</p> <p>Design and create an assemblage using joining techniques like adhesives, nails and pins</p> <p>Create a collage</p> <p>Create a montage</p> <p>Create an unusual display and/or installation approach</p> <p>Create an assemblage using one or more of the following: found objects. fibers, mixed media, paper products</p>		<p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	
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	<p>in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p> <p>VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>			<p>Create a polyhedron paper sculpture using montage or paint to express the concept of camouflage/emphasis.</p>			
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Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Casting	5 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally</p>	<p>What values would an artist find in casting?</p> <p>What are the advantages of using a mold to create art?</p>	<p>Artists use a variety of problem solving and decision-making skills to apply the elements of art and principles of design in three-dimensional works of art.</p> <p>Three-dimensional design in various media helps identify various cultures and civilizations throughout history.</p> <p>The creation of art includes creative planning and designing.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</p> <p>Artists use a variety of media and technology tools to</p>	<p>Discuss casting techniques and terms such as:</p> <ul style="list-style-type: none"> Lost wax Casting from live models Body cast Undercut Pour Keys Releasing agent Demonstrate safe handling of and discuss: Plaster Plaster craft Wire Clay Rasps Releasing agent Rubber Wax Found objects <p>Demonstrate and discuss the creation and use of molds (waste mold, piece mold, rubber mold)</p> <p>Use of an armature</p> <p>Planning through observation, thumbnail sketches</p>	<p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>Demonstrate safe use of art materials, ingredients, and equipment.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>National Standards VA: Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		<p>find inspiration and visual resources. 6. The development of critical thinking skills enables keener insights when solving future design problems.</p>	<p>and use of visual resources.</p> <p>Plaster mixing and pouring techniques as well as the stages of plaster</p> <ol style="list-style-type: none"> 1. Liquid stage 2. Putty stage 3. Rigid stage 4. Set stage 5. Cure stage 6. Dry stage <p>Possible Learning Activities:</p> <p>Create a sculpture using a casting technique and one of the following subject resources; animals, inanimate objects, the figure, nature.</p>			
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	<p>VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Cr3.1.IIa 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.</p> <p>VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</p> <p>VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>						
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2019 HTPS Visual Arts Curriculum Map – Sculpture and Ceramics

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Carving	10 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p>	<p>How do underlying structures unconsciously guide the creation of art works?</p> <p>What are some of the challenges of the subtractive method of creating art over additive?</p>	<p>Artists use a variety of problem solving and decision-making skills to apply the elements of art and principles of design in three-dimensional works of art.</p> <p>Three-dimensional design in various media helps identify various cultures and civilizations throughout history.</p> <p>The creation of art includes creative planning and designing.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one’s own expression and those of others.</p>	<p>Demonstrate and discuss carving techniques in the following media:</p> <ul style="list-style-type: none"> A. Plaster (vermiculite mix / various stage) B. Cement C. Stone D. Wax <p>Demonstrate and discuss safe and proper use of tools, such as:</p> <ul style="list-style-type: none"> A. Chisels B. Mallets/ hammers C. Knives D. Sandbags E. Files F. Rasps G. Sandpaper (various grades) H. Molds of plaster I. Buckets J. Putty knives K. Carving hooks L. Wire brush M. Lubricating Oil 	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>Demonstrate safe use of art materials, ingredients, and equipment.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

	<p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p><i>National Standards</i> VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p>		<p>Artists use a variety of media and technology tools to find inspiration and visual resources.</p> <p>The development of critical thinking skills enables keener insights when solving future design problems.</p>	<p>N. Eye protection</p> <p>Discuss the following concepts as they relate to carving:</p> <ul style="list-style-type: none"> A. Positive and negative space B. Concave or convex C. Planes <p>Discuss the famous works of artists like:</p> <ul style="list-style-type: none"> A. Michelangelo Buonarroti B. Gianlorenzo Bernini C. Donatello D. Constantin Brancusi E. Jan Arp F. Jacques Lipchitz G. Barbara Hepworth H. Alexander Archipenko G. Inuit Eskimo stone carvings H. Oaxaca Mexican Folk Art- wood carvings <p>Possible Learning Activities:</p>			
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	<p>VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>VA:Cr3.1.IIa 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.</p> <p>VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>VA:Cn10.1.Ia Document the process of developing</p>			<p>Create a non-objective relief carving in one or more media with organic or geometric design quality (Art History Resource, Jan Arp and Frank L. Wright)</p> <p>Create a non-objective sculpture in the round with organic or geometric design quality (Art History Resource, B. Hepworth and J. Arp).</p>			
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		ideas from early stages to fully elaborated ideas.						
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2019 HTPS Visual Arts Curriculum Map – Sculpture and Ceramics

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Fiber and Soft Sculpture	10 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p>	<p>What are the technical and aesthetic properties of varied fiber/soft media? How can these properties be used to create soft sculpture?</p>	<p>Artists use a variety of problem solving and decision-making skills to apply the elements of art and principles of design in three-dimensional works of art.</p> <p>Three-dimensional design in various media helps identify various cultures and civilizations throughout history.</p> <p>The creation of art includes creative planning and designing.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual</p>	<p>Discuss and demonstrate the safe and proper use of media and tools like:</p> <ul style="list-style-type: none"> A. Yarn B. String and rope C. Assorted fabrics and threads D. Foam core board E. Plastics F. Metallic threads G. Looms H. Needles I. X-acto knives J. Dyes K. Assorted stuffing materials L. Armatures M. Adhesives N. Nails O. Paint P. Gesso Q. Plaster craft <p>Discuss various fiber and soft sculpture concepts, such as:</p> <ul style="list-style-type: none"> A. Construction B. Additive C. Realistic, non- 	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>Demonstrate safe use of art materials, ingredients, and equipment.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

	<p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>National Standards VA: Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.IIa Choose from a range of materials and</p>		<p>communication, and learn to respect one's own expression and those of others.</p> <p>Artists use a variety of media and technology tools to find inspiration and visual resources.</p> <p>The development of critical thinking skills enables keener insights when solving future design problems.</p>	<p>objective, abstract</p> <p>D. Positive / negative space</p> <p>E. High and low relief</p> <p>F. Mobile</p> <p>G. Stabile</p> <p>H. In the round</p> <p>Discuss various sculptural works and artists, such as:</p> <p>A. Christo</p> <p>B. Colonial Americans</p> <p>C. Claus Oldenburg</p> <p>D. Wearable art</p> <p>Possible Learning Activities:</p> <p>Create a fiber or soft sculpture using fabrics that were hand dyed or altered with 1) natural dyes 2) bought dyes</p> <p>Using muslin and various needle techniques, create a monotone quilted object</p>		<p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	
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	<p>methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>VA:Cr3.1.IIa 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.</p> <p>VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p>VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>VA:Cn11.1.Ia Describe how knowledge of culture,</p>						
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		traditions, and history may influence personal responses to art.						
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Published by Northland Publishing, AZ

Modern Sculpture: A Concise History by Herbert Read
Published by Thames and Hudson, NY

Sculpting Clay by Leon I. Nigrosh
Published by Davis Publications, Inc., MA

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<http://www.lakesidepottery.com/Pages/Pottery-tips/How-to-create-sgraffito-pottery-tutorial.htm>

Google Classroom Site for Sculpture and Ceramics students maintained by teacher

ASSOCIATED JOBS LIST BY UNIT

Unit 1: The History of Sculpture & Ceramics	Art Education Art Historian Art Restorer Art Reviewer Docent Exhibit Coordinator Gallery Assistant Model Builder Museum Art Educator Museum Photographer Researcher Slide Librarian Toy Designer	Unit 5: Assemblage	Art Education College Art Instructor Workshop Instructor Art Education Materials Designer Toy Designer Puppeteer Environmental Artist Jewelry Designer Art Therapist Set or Scenic Designer Model Builder Playground Designer
Unit 2: Ceramics (Hand Building and Wheel Thrown)	Art Education Art Restorer Art Therapist Ceramist College Art Instructor Museum Art Educator Teacher of Ceramics Workshop Instructor	Unit 6: Casting	Art Education Art Restorer Art Therapist College Art Instructor Environmental Artist Jewelry Designer Mold maker Museum Art Educator Sculptor Teacher of Crafts Workshop Instructor
Unit 3: Modeling in Clay, Plaster or Paper Mache	Art Education Art Education Materials Designer Art Restorer Art Therapist College Art Instructor Costume Designer Museum Art Educator Mold maker Sculptor Teacher of Crafts Workshop Instructor	Unit 7: Carving	Art Education Art Restorer Art Therapist Museum Art Educator Model Builder Mold maker Portrait Artist Puppeteer Sculptor College Art Instructor Workshop Instructor Environmental Artist Jewelry Designer
Unit 4: Construction or Mobiles	Art Education Art Education Materials Designer Art Therapist College Art Instructor Environmental Artist Jewelry Designer Model Builder Playground Designer Puppeteer Set or Scenic Designer Toy Designer Workshop Instructor	Unit 8: Fiber and Soft Sculpture	Art Education College Art Instructor Costume designer Environmental Artist Puppeteer Sculptor Teacher of Crafts Textile Designer Toy Designer Workshop Instructor