

Pottery

Content Standard 1. Media: Students will understand, select and apply media, techniques and processes.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>1.a - Students will apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.</p> <p>1.b - Students will conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.</p> <p>1.c - Students will communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.</p>	<ol style="list-style-type: none"> 1. Students learn the composition and characteristics of clay bodies, wares, preparation and handling of clay, and take responsibility for maintaining tools and studio resources. 2. Students use clay media to construct at least one form that demonstrates skill in the following hand-building techniques and processes: pinch, coil, drape/mold, hollow volume. Potter's wheel: centering, cylinders. 3. Students will design and create a personalized wall sconce for family, friend or self with attention to selecting form and decorative elements that directly illustrate characteristics of the "patron". 4. Students will create a minimum of one form that meets formal and process standards using each construction method and each decorative technique in either earthenware, stoneware, or porcelain 	<ul style="list-style-type: none"> ∅ Monitoring of workspace ∅ Individual critique of artworks in presentation; Exhibits ∅ Individual critique; School Wide Rubric (SWR)#5 ∅ Individual critique; Exhibition; SWR#5 	<ul style="list-style-type: none"> ∅ Handouts from <u>The Potter's Manual</u>, Kenneth Clark, pgs. 8- 45. ∅ <u>Pottery Handbook</u>, David Frank ∅ Ceramics video series

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Content Standard 2. Elements and Principles: Students will understand and apply elements and organizational principles of art

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>2.a - Students will judge the effectiveness of different ways of using visual characteristics in conveying ideas.</p> <p>2.b - Students will apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual problems</p>	<ol style="list-style-type: none"> 1. Students will examine the concepts of “applied design” and “integrated design” with examples of functional vessels; analyze, compare and interpret the effectiveness of form and function. 2. Students will construct a series of hollow volume forms each showing progression in complexity and variety of shape. Students will compare different functions of the volumes in a group critique. <ul style="list-style-type: none"> • Students work individually or in teams to create a presentation which charts examples of how three-dimensional forms exemplify individual art elements and principles. • Students will incorporate elements and principles of design to plan and pre-sketch a minimum of two designs for the “Trojan Animal” project that will solve the problem of creating an alternative to the horse from Homer’s tale the “Iliad”; choose a design to construct a sculptural container using box construction technique 	<ul style="list-style-type: none"> ⌘ Review of sketchbook/journal entries; Classroom discussion ⌘ Visual class presentations; SWR#5 ⌘ Artwork exhibit; SWR#5 	<ul style="list-style-type: none"> ⌘ Internet access ⌘ Media center ⌘ ArtTalk, Rosalind Ragans, Glencoe, McGraw-Hill, Chapters. 2 - 3 ⌘ Internet access

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Content Standard 3. Content: Students will consider, select and apply a range of subject matter, symbols and ideas.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>3.a - Students will use, record and develop ideas for content over time.</p> <p>3.b - Students will use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate intended meaning.</p>	<p>1. Students will maintain a sketchbook /journal to record and develop visual and written ideas and document technical data / processes on their forms from initiation to completion.</p> <ul style="list-style-type: none"> • Students work individually or in groups to create presentation that communicates the connection between “form and content” in the pottery from non-contemporary/non-USA sources such as: Aztec, Minoan, Chinese, East Indian, Apache, French baroque, English Classical, etc. • Students will research the subject matter and visual themes from some aspect of their family’s cultural history and apply these using one of the decorative techniques to the form of their choice. • Students will gather information on toatie symbols and Shang Dynasty designs to create a similar vessel in clay with scriffito 	<p>⊗ Sketchbook/Journal review; student self-evaluation</p> <p>⊗ Artwork display; SWR#5</p> <p>⊗ Artwork display; SWR#5</p> <p>⊗ Artwork display; SWR#5</p>	<p>⊗ Internet access</p> <p>⊗ Internet access</p> <p>⊗ <u>Chinese Dynasties Part One: The Shang Dynasty through the Tang Dynasty, 1600 bCE to 907CE.</u> Spice/Stanford Catalogue Freeman Spogli Institute for International Studies</p>

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Content Standard 4. History and Culture: Students will understand the visual arts in relation to history and cultures.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>4.a - Students will analyze and interpret artworks in terms of form, cultural and historical context and purpose.</p> <p>4.b - Students will analyze common characteristics of visual arts evident across time and among civilizations/ethnic groups to formulate analyses, evaluations and interpretations of meaning.</p> <p>4.c - Students will compare works of art to one another in terms of history, aesthetics and culture, justifying conclusion made in the analysis and using these conclusions to inform their own art making.</p>	<ol style="list-style-type: none"> 1. Students will examine votive figures from pre-history, Mediterranean, European, and/or other places/periods with regard to form and cultural context, and use push-pull technique to construct an emulative kiln idol. 2. Students will explore the idea of <i>extraordinary containers</i> by contributing to a class-made pictorial presentation of sacred, ancestral, or burial vessels such as copic jars, monstrances, urns, Chinese ancestor jars, reliquaries, etc. with textual notes on interpreted universal commonalities. 3. Students will research/view selected art sources, (Ex.: ‘Apache Legacy’), and write or discuss in analytical response to a question such as, “Is the security of cultural identity more or less valuable than individual expression?” 4. Extraordinary containers project: Students will compare time: place differences of form and use conclusions from their analysis to record ideas for a personal re-design of a similarly functioned container. 	<ul style="list-style-type: none"> ∅ Discussion; Artwork display; SWR#5 ∅ Review of sketchbook/journal notes; discussion; individual contributions to team project with SWR#5 ∅ School-wide rubrics for writing / speaking ∅ Review of sketchbook journal; Art display or SWR#5 	<ul style="list-style-type: none"> ∅ <u>Gardner’s Art Through the Ages</u>, Kleiner, Mamiya, Tansey, Thomson & Wadsworth ∅ <u>The Search for Ancient China</u>. Corinne Debaine-Francfort, Harry Abrams, Inc. ∅ Art Through the Ages ∅ PBS Video: <u>The Legacy of Generations- Pottery by American Indian Woman</u> ∅ Internet access

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Content Standard 5. Analysis, Interpretation and Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>5.a - Students will research and analyze historic meaning and purpose in varied works of art.</p>	<p>1. Students will examine a variety of images and discuss the idea of “vessel” for function, design, historic and/or national style:</p> <ul style="list-style-type: none"> • Research artifacts from one cultural source, such as Classical Greece or • Research one function, such as “cup”, through a variety of cultures. <p>2. Students research the Japanese Tea Ceremony and create a Zen cup</p>	<p>∅ Review Sketchbook; Discussion; Vessel silhouette game</p> <p>∅ SWR#5</p>	<p>∅ <u>Gardner’s Art Through the Ages</u>, Kleiner, Mamiya, Tansey, Thomson & Wadsworth</p> <p>∅ Internet access</p> <p>∅ Lecture notes: NCTA seminar, Forrester and Steven Morrel on Zen aesthetics</p>
<p>5.b - Students will reflect critically on various interpretations to better understand specific works of art.</p>	<p>3. Students will read/discuss criteria for aesthetic theories of Formalism, Imitationalism, Emotionalism; form teams of “art critics” taking a different theory applied to the sample, and share interpretative notes with the class.</p>	<p>∅ Team presentation; Journal notes; School-wide rubrics for speaking</p>	<p>∅ ArtTalk, Ragans Chapter 2, Lessons 1, & 2</p>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>5.c - Students will defend personal interpretations using reasoned argument.</p> <p>5.d - Students will apply critical and aesthetic criteria for the purpose of improving their own works of art (i.e., technique, formal and expressive qualities, content).</p>	<p>4. Students will present notes in evidence of critical evaluation in group presentations or in individual responses to art works; and participate in studio critiques with verbal responses that use art critical methods and vocabulary.</p> <p>5. Students will maintain sketchbook journal notes in evidence of critical evaluation for each major project.</p>	<p>⊗ Review of sketchbook; Discussion; Individual critique of artworks SWR#5</p> <p>⊗ Sketchbook review</p>	

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Content Standard 6. Connections: Students will make connections between the visual arts, other disciplines and daily life.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
6.a - Students will analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style.	1. Students will select a historical period and select pottery, painting, architecture, etc. along with notes on the issues and themes of the period and construct a reportage poster.	⊗ Class Presentation; SWR#5	⊗ Media center ⊗ Internet ⊗ <u>Arts and Ideas</u> , Fleming ⊗ <u>Culture and Values</u> , Cunningham/Reich
6.b - Students will compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines.	2. Students will research and discuss a ceramics topic in relation to social studies/archeology such as the Chinese Tomb of the 1 st emperor.	⊗ ArtTalk, questions pg. 64	⊗ ArtTalk, Ragans “Making the Connection”
6.c - Students will create and solve interdisciplinary problems using multimedia.	3. Students will use technology to obtain visuals and/or information for reports such as the historical period project, theme comparison project, etc.	⊗ Review of Sketchbook notes; Class presentations SWR#5	⊗ Internet
6.d - Students will apply visual arts knowledge and skills to solve problems relevant to a variety of careers.	4. Students will compile a list of careers in which three-dimensional visualization or modeling is a career asset.	⊗ Journal entries; class reports	⊗ ArtTalk. Chapter 14: “Careers in Art” ⊗ Internet