

Advanced Ceramics—UbD Curriculum—NJSHS—1 Semester

Stage 1 Desired Results			
<p>ESTABLISHED GOALS High school students at Newmarket Jr./Sr. High School take art electives for one semester. Advanced Ceramics is an introductory clay design class. In this class they will be exposed to different higher level ceramic projects, a bit of clay art history, and many ways to create art projects with clay. They will learn to create their own expressions of art in clay. These projects will build upon the basic skills learned in the Introduction to Ceramics course.</p> <p>National Core Arts Anchor Standards Creating Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.</p> <p>Producing Anchor Standard #5. Develop and refine artistic techniques and work for presentations.</p> <p>Connecting</p>	<i>Transfer</i>		
	<p><i>Students will be able to independently use their learning to...</i> Students will learn to work independently with a variety of clay projects and tools. Students will have solid higher level knowledge in the use of many processes used routinely in clay design creation.</p> <p><i>What kinds of long-term independent accomplishments are desired?</i> I would like the students to learn to become more refined artists by applying basic ceramic design skills and developing higher level knowledge that will help them excel in Advanced Ceramics class and beyond. I would like the students to experience creating a variety of advanced skill clay projects and find their own voice/style artistically. I would like the students to relate ceramic art to everyday life. I would like them to understand enough to be able to share their knowledge with others. Mostly, I want my students to have fun and discover an advanced skills clay design process they love and want to continue creating with in the future.</p>		
	<i>Meaning</i>		
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<p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>NH Frameworks for the Arts</p> <p>Standard 1— Understanding and applying media, technology, techniques and processes</p> <p>Standard 2— Identify and apply the elements of visual art and principles of design</p> <p>Standard 3— Select and apply a range of subject matter, symbols and ideas</p> <p>Standard 4— Analyze the visual arts in relation to history and culture</p> <p>Standard 5— Analyze, interpret and evaluate their own and others' artwork</p> <p>Standard 6— Students will make connections among the visual arts, and other disciplines, and daily life.</p>	Acquisition of Knowledge and Skill	
	<p>Students will know...</p> <p>Basic knowledge in the use of many ceramic designs and higher level skill processes. They will be instructed in proper use of these materials and encouraged to make inspired, creative works of art. They will know how to properly create many forms of ceramics including hand building, pottery wheel throwing, and carving. Students will briefly explore origins of styles of ceramics and how art relates to real life.</p>	<p>Students will be skilled at...</p> <p>Use of materials, including, but not limited to: a variety of clays, glazes, clay tools, tile cutters, creating mosaics, and pottery wheels. They continue and refine using skills learned in Introduction to Ceramics including how to wedge clay (a kneading process to remove air bubbles). They will learn higher level skills with composition, design and creation of their clay pieces.</p>
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>What criteria will be used in each assessment to evaluate attainment of the desired results.</p> <p>—I will talk with each student during every class and use a checklist to formatively assess their progress. At this time, I will provide encouragement, helpful tips, and feedback on their progress.</p>	<p>PERFORMANCE TASK(S) Students will show they really understand by evidence of:</p> <p>—Ability to execute and explain the process of the assigned projects and materials used in all projects listed in Learning Events. This can be evidence especially when helping a classmate (transfer understanding to future art classes and beyond) with his or her project.</p> <p>—Complete creative projects</p>	

<p><i>Criteria used in Evaluation</i></p> <ul style="list-style-type: none"> —Working on assigned project as instructed (with room for artistic expression) —Ability to follow directions —Working independently —Progress on projects —Completed projects —Participation in final project sharing if desired —Uploading photo of project, completed rubric and reflection to Google Classroom 	<ul style="list-style-type: none"> —Final Group Shares for those who would like to share—Ability to discuss their own work and constructively comment on/compliment the work of their classmates —Students will upload a photo of their projects and write a short reflection about their artwork/process on the Google Classroom assignment to turn them in. —Rubric and Reflection Questions
	<p>OTHER EVIDENCE (<i>Students will show they have achieved Stage 1 goals by:</i>) :</p> <p>I will circulate around the classroom and will write formative notes on their progress and give feedback while all of the students are working. I will encourage the students to work toward the goals with reminders and suggestions as necessary. I will encourage them to work hard to achieve their best desired results. When they are done, their projects will closely resemble the model presented with their own artistic flair.</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Pre-assessment of student knowledge, skill levels, and potential misconceptions.

At the beginning of the semester I will talk to the students about clay projects they may have done in the past, skills they feel they need to work on, and projects they'd like to do. I'll send out a class survey so I have a record of these responses. I will monitor use of materials and progress early on in the class to gauge what needs to be practiced or re-taught. I will be in constant contact with the students so that misconceptions will be caught quickly and addressed.

Learning Events for Advanced Ceramics

1. **Salt and Pepper Shaker Design**—Hand built salt and pepper shakers created in a them of their choice, ie. dinosaurs, lemons, limes, etc.
2. **Three Little Pinch Pots**—Students will make three different kinds of pinch pots after reviewing the proper pinching technique. They will include a 3” pinch pot for a candle, lidded animal pinch pot design; and a bud vase.

3. **Wheel Thrown Place Setting**—Students will continue to use their prior and new higher level knowledge to throw clay items on the pottery wheel. They will continue using prior known skills to achieve proper throwing, centering, plate, cup and bowl creation, and trimming techniques. They will create a wheel thrown matching cup, bowl and plate set. They will throw a plate that will be made with marbelized clay (white and terra cotta clay blended together) and completed with a hand painted design.
4. **Wheel Thrown Stoneware Chip and Dip**— Students will throw and glaze a stoneware chip and dip set on the pottery wheel.
5. **Fish Plate**—Students will roll clay into a slab, cut a fish plate shape and create clay decorations (like scales) to embellish their fish plate. They will be glazed as desired.
6. **Clay Jewelry Design**—The students will create clay beads, pendants, earrings, pins and other items. They will learn different ways of decorating, glazing, and applying hardware to their jewelry pieces.
7. **Four Panel Tile Series/Box with a Theme** —The students will learn how to create a four panel tile series that uses four tiles that created an image when put together. They will also create a slab box with designs and a theme of their choice.
8. **Bookends with a Theme**—The students will learn to create clay slab bookends in a theme of their choice. They will glaze as desired.
9. **Wheel Thrown Pie Plate/Brie Baking Plate**—The students will throw pie plates and brie baking plates. They will learn how to flute the edges to create a ruffled finish.
10. **Vase**—The students will create a vase in their choice of clay.
11. **Wheel Thrown Teapot with Matching Cups**—Students will throw a teapot with handle and spout and 2 matching cups with handles.
12. **Ice Cream Bowl**—Students will create a slab bowl with a slump or hump mold. They will glaze and decorate it with their choice of theme.
13. **Possible Friendly Friday Projects**—The Students will have a chance to create a small one day design on several Fridays. The projects can include: an owl spoon rest, tea light sculpture, ghost tea light, incense burner, design a shoe, design an exotic bird house, woven berry bowl, coil vase, bobble head figurine, textured slab jewelry box, clock design or altered mask, slab mug, giant leaf bowl.
14. **XXXXXXXXXX**—The

Student success at transfer, meaning, and acquisition depends upon:

Transfer will depend upon the students' learning the correct use of materials and creating personally memorable pieces of art that they are able to share both the final product, and the process of creating it. These skills will be carried forth because it is knowledge that will become part of who they are.

Meaning will depend on creating a personal work of art that will help each student become truly interested in the process and production of that piece. Deep interest in the work they are doing will help create enduring understanding and ability to retain the knowledge of how to create it. I will do my best to expose the students to many ceramics projects and ensure they know the process to create it.

Acquisition will depend on introducing interesting projects for the students to create, instruction on the use of the materials needed, and modeling the steps to make the project.

Monitoring Progress

How will you monitor students' progress toward acquisition, meaning, and transfer during lesson events?

During learning events, I will share the materials to make the project they will be creating. I will have a completed model of the final product of the project to share with them so they know what the end product they will be working toward looks like. I will check for understanding during and after I share the information and process of creating the project (modeling). I will continue to do check-ins while the students are working on their projects. I will guide them to try to answer their own questions, or consult a friend who might know the answer.

What are potential rough spots and student misunderstandings?

The biggest rough spot encountered is students who say they aren't good at art, can't do a project, or even flat out say they don't like a project. I just go on and encourage them like I do everyone else in the class, and of course they are capable of doing the work! Student misunderstandings in the art room usually consist of not paying attention to directions. I encourage these students to consult friends and see if they can help explain the process to them. I will make sure they understand by asking them to turn and talk to their table mates, sharing the steps of the project, checking in with them during the modeling and instruction part of a lesson and throughout the creative process and learning events.

How will students get the feedback they need?

Feedback is something students in my class get a lot of. I'm constantly circulating and checking in with my students. I will talk with each student during each class and use a checklist to assess their progress on a project. I will also use the checklist for my own record of how they are progressing overall. At this time, I will provide encouragement and feedback on their progress. Feedback consists mostly of encouragement and creative tweaking. If needed, I will remind them of deadlines.

