



# **SCULPTURE AND CERAMICS II**

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: December 8, 2022

## COURSE OVERVIEW

<b>Title:</b>	Sculpture and Ceramics II
<b>Grade Level:</b>	Grades 10-12
<b>Level:</b>	High School - Intermediate
<b>Length:</b>	Full Year
<b>Duration:</b>	85 Minute Periods
<b>Frequency:</b>	90 Days
<b>Pre-Requisites:</b>	Sculpture and Ceramics I
<b>Credit:</b>	1 Credit
<b>Description:</b>	Sculpture and Ceramics II is a course where students will continue to develop their craft by learning new skills and experimenting with a variety of art-making approaches related to sculpture and ceramics. Students will become more advanced in wheel throwing and hand-building techniques. Students will also have the opportunity to design and create sculptures and three-dimensional projects using other materials.

## COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Studio Practice	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Presentation</li> <li>• Analyze and interpret</li> </ul>	Ongoing
2	Presentation	<ul style="list-style-type: none"> <li>• Presentation methods</li> <li>• Preparing artwork for display</li> <li>• Exhibition impact</li> </ul>	Ongoing
3	Analyze and Interpret	<ul style="list-style-type: none"> <li>• Art criticism</li> <li>• Interpretation of art</li> <li>• Evaluation criteria</li> </ul>	Ongoing
4	Planning and Process	<ul style="list-style-type: none"> <li>• Plan and develop</li> <li>• Revise and refine</li> </ul>	Ongoing
5	Mediums and Materials	<ul style="list-style-type: none"> <li>• Experimentation</li> <li>• Clay stages</li> <li>• Traditional and non-traditional materials</li> </ul>	Ongoing
6	Surface Design	<ul style="list-style-type: none"> <li>• Glaze application techniques</li> <li>• Additive and subtractive methods</li> </ul>	Ongoing
7	Hand-building	<ul style="list-style-type: none"> <li>• Hand-slab construction</li> <li>• Traditional and contemporary coil-building</li> <li>• Combining hand-building techniques</li> <li>• Extruding</li> </ul>	35 days
8	Sculpture	<ul style="list-style-type: none"> <li>• Sculpture-in-the-round</li> <li>• Installation art</li> </ul>	25 days
9	Wheel Throwing	<ul style="list-style-type: none"> <li>• Creating forms</li> <li>• Trimming</li> </ul>	20 days

## DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILLS/PRACTICE	DESCRIPTION
Develop Craft	Use tools, materials, artistic conventions, and learning to care for tools, materials, and space.
Engage and Persist	Embrace problems of relevance within the art world and/or of personal importance to develop focus conducive to working and persevering at tasks.
Envision	Picture mentally what cannot be directly observed and imagine possible next steps in making a piece.
Express	Create works that convey an idea, a feeling, or a personal meaning.
Observe	Attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.
Reflect	Think and talk with others about an aspect of one's work or working process, and judge one's own work and working process and the work of others.
Stretch and Explore	Reach beyond one's capacities to explore playfully without a preconceived plan, and embrace the opportunity to learn from mistakes.
Understand (Arts) Community	Interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society. "Arts" is in parenthesis here as it can easily be switched with other disciplines, like science or history.

## UNIT 5

<b>Unit Title</b>	Studio Practice		
<b>Unit Description</b>	Artists and designers create artwork while safely and responsibly taking care of tools, materials, and the art studio.		
<b>Unit Assessment</b>	Create artwork while safely and responsibly taking care of tools, materials, and the art studio.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do artists and designers care for and maintain materials, tools, and equipment?  <b>Ongoing</b>	<input type="checkbox"/> Demonstrates safe and responsible care for materials. <input type="checkbox"/> Demonstrate handling of tools and equipment safely. <input type="checkbox"/> Cooperatively work together and maintain studio space.	<b>Vocabulary:</b> art studio, materials, tools, equipment	VA:CR2.2.IIa Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

## UNIT 6

<b>Unit Title</b>	Presentation		
<b>Unit Description</b>	Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.		
<b>Unit Assessment</b>	Select personal artwork for a portfolio and for presentation and use proper techniques to present their artwork.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</p> <p><b>Ongoing</b></p>	<input type="checkbox"/> Analyze, select, and critique personal artwork for presentation and portfolio. <input type="checkbox"/> Evaluate, select, and apply methods appropriately to display artwork in a specific location. <input type="checkbox"/> Explain and justify connections between artists or artwork and social, cultural, and political history.	<p><b>Vocabulary:</b> critique, portfolio, presentation, gallery, museum, exhibit, curate, eye-level, label, mats</p>	<p>VA:Pr.4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p>VA:Pr.5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p>VA:Pr.6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p>

## UNIT 7

<b>Unit Title</b>	Analyze and Interpret		
<b>Unit Description</b>	Artists and designers analyze and interpret artwork.		
<b>Unit Assessment</b>	Develop criteria to observe, describe, analyze, evaluate, and interpret artwork.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do artists and designers interpret works of art?  <b>Ongoing</b>	<input type="checkbox"/> Observe and describe artwork and identify subject matter and medium. <input type="checkbox"/> Analyze composition and design. <input type="checkbox"/> Evaluate and interpret meaning and content. <input type="checkbox"/> Identify types of contextual information useful in the process of constructing interpretations of an artwork or collections of works.	<b>Vocabulary:</b> observation, description, analyze, evaluate, collections, interpret	VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collections of works.
How do artists evaluate works of art?  <b>Ongoing</b>	<input type="checkbox"/> Determine the relevance of criteria use by others to evaluate works of art. <input type="checkbox"/> Develop questions using relevant criteria to evaluate works of art. <input type="checkbox"/> Evaluate artwork using developed criteria and questions.	<b>Vocabulary:</b> art criticism, evaluate, criteria	VA:Re9.1.IIa Determine the relevance of criteria use by others to evaluate a work of art or collection of works.

<p>How are artists and designers influenced when interpreting and evaluating work of art?</p> <p><b>Ongoing</b></p>	<p><input type="checkbox"/> Identify parts of an artwork that are recognizable, relatable, or unfamiliar.</p> <p><input type="checkbox"/> Describe how culture could impact your interpretation of a work of art.</p> <p><input type="checkbox"/> Describe how culture could impact your evaluations of a work of art.</p> <p><input type="checkbox"/> Compare uses of art in societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<p><b>Vocabulary:</b> culture, tradition</p>	<p>VA:Cn1.1.1.IIa Compare uses of art in variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>
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## UNIT 9

<b>Unit Title</b>	Planning and Process		
<b>Unit Description</b>	Artists and designers develop works of art by planning, revising, and refining.		
<b>Unit Assessment</b>	Students will develop works of art by planning, revising, refining, and collaborating with peers.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>What processes do artists use to plan works of art or design?</p> <p><b>Ongoing</b></p>	<input type="checkbox"/> Research/learn art techniques, artists, and artworks to plan art making. <input type="checkbox"/> Create thumbnail sketches to plan compositions for art making.	<p><b>Vocabulary:</b>          thumbnail sketches, composition</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 artist vision.</p>
<p>How does collaboration expand the creative process?</p> <p><b>Ongoing</b></p>	<input type="checkbox"/> Engage in constructive critique with peers. <input type="checkbox"/> Reflect on feedback throughout studio production. <input type="checkbox"/> Plan revisions for works of art based on feedback. <input type="checkbox"/> Revise works of art based on feedback.	<p><b>Vocabulary:</b>          reflect, critique, revise</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 artist vision.</p>

## UNIT

<b>Unit Title</b>	Mediums and Materials		
<b>Unit Description</b>	Artists and designers use multiple sculpture and ceramics materials to create works of art. Students will develop an understanding of how to create art using both traditional and non-traditional materials and processes.		
<b>Unit Assessment</b>	Create art using traditional and non-traditional materials and processes.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do clay stages impact what can be created?  <b>Ongoing</b>	<input type="checkbox"/> Demonstrate an understanding of clay stages. <input type="checkbox"/> Demonstrate clay care and responsibility.	<b>Content Vocabulary:</b> slip, plastic, leather hard, bone-dry, bisqueware, glazeware, slip and score, firing, kiln, wedge  <b>Techniques:</b> slip and score, wedge	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.
How do artists create work using traditional materials?  <b>Ongoing</b>	<input type="checkbox"/> Develop an understanding of multiple traditional approaches, materials, and/or processes. <input type="checkbox"/> Create using multiple traditional approaches, materials, and/or process.	<b>Materials and Techniques:</b> wire, clay, cardboard, metal, plaster, fibers, foam	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.
How do artists create work using non-traditional materials?  <b>Ongoing</b>	<input type="checkbox"/> Analyze the difference between traditional and non-traditional sculpture and ceramics processes. <input type="checkbox"/> Create using multiple non-traditional approaches, materials, and/or processes.	<b>Materials and Techniques:</b> found materials (environmental, recycled, everyday objects).	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.

## UNIT

<b>Unit Title</b>	Surface Design		
<b>Unit Description</b>	Artists and designers use a variety of surface design techniques to create works of art.		
<b>Unit Assessment</b>	Create art using multiple advanced surface design techniques.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How can glazes be applied for surface design?  <b>Ongoing</b>	<input type="checkbox"/> Demonstrate an understanding of glaze (low fire, high fire, underglaze). <input type="checkbox"/> Demonstrate an understanding of glaze application (stain, resist, dip).	<b>Vocabulary:</b> glaze, low fire, high fire, underglaze, kiln, stain, resist, dip	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.
How can sgraffito be applied for surface design?  <b>Ongoing</b>	<input type="checkbox"/> Develop an understanding of the process of sgraffito. <input type="checkbox"/> Create and refine art using sgraffito during leather hard stage by applying underglaze and carving a design.	<b>Vocabulary:</b> leather hard, sgraffito, underglaze  <b>Techniques:</b> sgraffito, carving	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.
When do artists use the additive and subtractive methods in clay?  <b>Ongoing</b>	<input type="checkbox"/> Demonstrate an understanding of the additive method of attaching using score and slip. <input type="checkbox"/> Demonstrate an understanding of using subtractive methods. <input type="checkbox"/> Create art using additive and subtractive methods for both function and decoration.	<b>Vocabulary:</b> additive, slip, score, functional, decorative, carving, fluting, piercing, incising  <b>Techniques:</b> score, slip	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.

## UNIT

<b>Unit Title</b>	Hand-Building		
<b>Unit Description</b>	Artists and designers use a variety of clay construction methods to create art.		
<b>Unit Assessment</b>	Create works of art using multiple clay hand-building construction methods.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do artists use hard-slab construction to create works of art?  <b>10 Days</b>	<input type="checkbox"/> Demonstrate an understanding of hard-slab construction. <input type="checkbox"/> Create art using the hard-slab construction method.	<b>Vocabulary:</b> slab, score, slip  <b>Techniques:</b> slab rolling, building supports (paper, cardboard tubes), welding	VA:CR2.2.IIa Use multiple approaches to begin creative endeavors.
How do artists apply traditional and contemporary coiling methods to create works of art?  <b>10 Days</b>	<input type="checkbox"/> Demonstrate an understanding of coil construction methods. <input type="checkbox"/> Create art using coil construction methods.	<b>Vocabulary:</b> coil, core, slip  <b>Techniques:</b> template, welding, template	VA:CR3.1.IIa Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
How do artists use hard-slab construction to create works of art?  <b>5 Days</b>	<input type="checkbox"/> Develop an understanding of extruding methods. <input type="checkbox"/> Create art using extruding methods.	<b>Vocabulary:</b> coil, extruding	VA:CR2.2.IIa Use multiple approaches to begin creative endeavors.

<p>How do artists combine hand-building techniques to create works of art?</p> <p><b>10 Days</b></p>	<p><input type="checkbox"/> Demonstrate an understanding of combining hand-building techniques.</p> <p><input type="checkbox"/> Create art that combines multiple hand-building techniques.</p>	<p><b>Techniques:</b> extruding, coil, slab</p>	<p>VA:CR2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>
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## UNIT

<b>Unit Title</b>	Sculpture		
<b>Unit Description</b>	Artists and designers apply the elements and principles of design to create sculptures for form and function.		
<b>Unit Assessment</b>	Create artwork that applies an understanding of the elements and principles of design to create sculptures.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do artists apply elements and principles of design?  <b>10 Days</b>	<input type="checkbox"/> Demonstrate an understanding of sculpture-in-the-round. <input type="checkbox"/> Create a sculpture-in-the round that is visually and structurally balanced. <input type="checkbox"/> Create a sculpture-in-the round applying multiple elements of art and principles of design.	<b>Vocabulary:</b> structural and physical balance, elements and principles of design  <b>Techniques:</b> wire, cardboard, paper, clay, plaster	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.
How does the location effect an installation?  <b>15 Days</b>	<input type="checkbox"/> Develop an understanding of installation art. <input type="checkbox"/> Choose a site-specific location for installation art. <input type="checkbox"/> Choose appropriate materials for site-specific installation art. <input type="checkbox"/> Create installation for a specific location.	<b>Vocabulary:</b> installation, site-specific, and elements and principles of design	VA:Cr2.3.IIa Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

## UNIT

<b>Unit Title</b>	Wheel Throwing		
<b>Unit Description</b>	Artists and designers use pottery wheels to create and trim works of art.		
<b>Unit Assessment</b>	Create a trimmed clay form using the pottery wheel.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do artists use wheels to create works of art?  <b>15 Days</b>	<input type="checkbox"/> Demonstrate an understanding of wheel parts, safety, and use. <input type="checkbox"/> Demonstrate an understanding of the wheel throwing steps: center, open, pull, and shape. <input type="checkbox"/> Experiment with creating wheel thrown forms.	<b>Vocabulary:</b> wheel, form, needle tool, wooden and metal rib  <b>Techniques:</b> center, open, pull, shape	VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
How do artists remove excess clay by trimming?  <b>5 Days</b>	<input type="checkbox"/> Develop an understanding of how to trim clay on the wheel. <input type="checkbox"/> Create works by centering leather hard clay on wheel for trimming. <input type="checkbox"/> Create works by using ribbon tools to trim off extra clay.	<b>Vocabulary:</b> trim and ribbon tools  <b>Techniques:</b> trimming	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.

# ACCOMMODATIONS AND MODIFICATIONS

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)