



SCULPTURE AND CERAMICS III

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: December 8, 2022

COURSE OVERVIEW

Title:	Sculpture and Ceramics III
Grade Level:	Grades 11-12
Level:	High School - Advanced
Length:	Full Year
Duration:	85 Minute Periods
Frequency:	90 Days
Pre-Requisites:	Sculpture and Ceramics I and Sculpture and Ceramics II
Credit:	1 Credit
Description:	Sculpture and Ceramics III is an advanced level art course that is designed for students interested in refining and strengthening their skills in sculpture and ceramics approaches. Students have the opportunity to learn more advanced techniques, experimental approaches, will build a digital portfolio, and will have opportunities to develop body of work concentrating on a strong visual idea. The course will explore studio practices, presentation methods criticism, handbuilding, wheel throwing, sculpture, and surface design.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Studio Practice	<ul style="list-style-type: none"> • Materials • Presentation • Analyze and interpret 	Ongoing
2	Portfolio and Presentation	<ul style="list-style-type: none"> • Digital Portfolio • Presentation methods • Preparing artwork for display • Exhibition impact 	Ongoing
3	Analyze and Interpret	<ul style="list-style-type: none"> • Art criticism • Interpretation of art • Evaluation criteria 	Ongoing
4	Planning and Process	<ul style="list-style-type: none"> • Plan and develop • Revise and refine 	Ongoing
5	Mediums and Materials	<ul style="list-style-type: none"> • Clay and ceramics • Traditional sculpture and ceramics materials • Non-traditional sculpture materials 	Ongoing
6	Surface Design	<ul style="list-style-type: none"> • Additive • Subtractive • Aesthetics 	Ongoing
7	Hand-building	<ul style="list-style-type: none"> • Planning a series/concentration with handbuilding • Creating a series/concentration with handbuilding 	30 days
8	Sculpture	<ul style="list-style-type: none"> • Planning a sculpture series/concentration • Creating a sculpture series/concentration 	30 days
9	Wheel Throwing	<ul style="list-style-type: none"> • Planning a series/concentration with wheel throwing • Creating a series/concentration with wheel throwing 	25 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 1

Unit Title	Studio Practice		
Unit Description	Artists and designers create original artwork while safely and responsibly taking care of tools, materials, and the art studio.		
Unit Assessment	Create original artwork while safely and responsibly taking care of tools, materials, and the art studio.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</p> <p>Ongoing</p>	<input type="checkbox"/> Demonstrate 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. <input type="checkbox"/> Create artwork that uses appropriation or original ideas.	<p>Vocabulary: art studio, materials, tools, equipment, appropriation, plagiarism</p>	<p>VA:CR2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p>

UNIT 2

Unit Title	Portfolio and Presentation		
Unit Description	Objects and artifacts collected, preserved, or presented either by artists, museums, or other venues communicate meaning and record social, cultural, and political experiences resulting in the cultivation of appreciation and understanding.		
Unit Assessment	Select artwork for a digital portfolio and for presentation using proper techniques and consideration of impact of the exhibit on the viewer's experience.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do you create a competitive art portfolio? Ongoing	<input type="checkbox"/> Develop an understanding of how to develop a competitive portfolio of artwork and the higher education expectations of art portfolios. <input type="checkbox"/> Critique, justify, and present personal artworks for a digital portfolio. <input type="checkbox"/> Evaluate, select, and apply methods appropriate to display artwork.	Vocabulary: digital portfolio, gallery, museum, exhibit, eye-level, label, mats	VA:Pr.4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting and curating, and presenting artwork for a specific exhibit or event. VA:Pr.5.1.IIIa Investigate, compare, and contrast methods for preserving and protecting art.
How does an exhibit impact a viewer's experience of artworks? Ongoing	<input type="checkbox"/> Curate a collection of art work to impact the viewer's understanding of social, cultural, and political experiences.	Vocabulary: collection, curate	VA:Pr.6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

UNIT 3

Unit Title	Analyze and Interpret		
Unit Description	Artists and designers analyze and interpret artwork.		
Unit Assessment	Analyze and interpret artwork by considering the impact beliefs, values, behaviors, and society has on a viewer and the artist.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What is the value of engaging in the process of art criticism?</p> <p>Ongoing</p>	<input type="checkbox"/> Observe and describe artwork and identify subject matter, medium, meaning, and intent. <input type="checkbox"/> Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	<p>Vocabulary: observation, description, analyze, evaluate, interpret, meaning, intent</p>	<p>VA:Re8.1.IIIa Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>
<p>How do artists evaluate their own work and the works of others?</p> <p>Ongoing</p>	<input type="checkbox"/> Determine criteria to evaluate works of art. <input type="checkbox"/> Develop questions using relevant criteria to evaluate works of art. <input type="checkbox"/> Construct evaluations of a work of art or collection of works based on differing sets of criteria.	<p>Vocabulary: art criticism, evaluate, criteria</p>	<p>VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>

<p>How does interpreting a work of art impact the viewer's understanding of the meaning or intent of the work?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Identify parts of an artwork that are recognizable, relatable, or unfamiliar.</p> <p><input type="checkbox"/> Describe how beliefs, values, or society could impact interpretation of a work of art.</p> <p><input type="checkbox"/> Describe how beliefs, values, or society could impact evaluations of a work of art.</p>	<p>Vocabulary: beliefs, values, behaviors, culture, and tradition</p>	<p>VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors or society.</p>
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UNIT 4

Unit Title	Planning and Process		
Unit Description	Artists and designers develop works of art by planning, revising, and refining.		
Unit Assessment	Students will develop works of art with their own personal vision by planning, critiquing, collaborating, revising, and refining.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists plan a work of art? Ongoing	<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.	Vocabulary: thumbnail sketches, composition	VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
How do artists reflect on their work? Ongoing	<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.	Vocabulary: reflect, critique, revise	VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

UNIT 5

Unit Title	Mediums and Materials		
Unit Description	Artists and designers use multiple sculpture and ceramic 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.		
Unit Assessment	Create art using multiple traditional and non-traditional materials and processes.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do clay stages impact how you create? Ongoing	<input type="checkbox"/> Practice and implement an understanding of clay stages. <input type="checkbox"/> Practice and implement an understanding of clay care and responsibilities.	Vocabulary: slip, plastic, leatherhard, bone-dry, bisqueware, glazeware, slip and score, firing, kiln Techniques: slip and score, wedge	VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practice, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
How do artists create artwork using traditional art materials? Ongoing	<input type="checkbox"/> Develop an understanding of traditional approaches, materials, and/or processes. <input type="checkbox"/> Create using multiple traditional approaches, materials, and processes.	Materials and Techniques: wire, clay, cardboard, paper, fibers, foam, plaster, metal	VA:Cr.2.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

<p>How do artists create work using non-traditional materials?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Analyze the difference between traditional and non-traditional sculpture and ceramics processes.</p> <p><input type="checkbox"/> Create art using multiple non-traditional approaches, materials, and/or processes.</p>	<p>Materials and Techniques: found materials (from environment, recycled, everyday objects)</p>	<p>VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p>
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UNIT 6

Unit Title	Surface Design		
Unit Description	Artists and designers use a variety of surface design techniques to create works of art.		
Unit Assessment	Create art using a multiple advanced surface design technique.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do artists determine how they glaze a work of art? Ongoing	<input type="checkbox"/> Practice and implement an understanding of glaze (low fire, high fire, underglaze). <input type="checkbox"/> Practice and implement an understanding glaze application (stain, resist, dip).	Vocabulary: glaze, low fire, high fire, underglaze, kiln, stain, resist, dip	VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
How does practice impact sgraffito surface design? Ongoing	<input type="checkbox"/> Practice and implement the process of sgraffito and carving techniques. <input type="checkbox"/> Create art using sgraffito technique during leatherhard stage by applying underglaze and carving a design.	Vocabulary: leatherhard, sgraffito, underglaze, carving Techniques: sgraffito, carving	VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

<p>How do artists determine when to use additive or subtractive methods?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Practice and implement using the additive method of attaching using score and slip.</p> <p><input type="checkbox"/> Practice and implement using the subtractive methods.</p> <p><input type="checkbox"/> Create art using the additive and subtractive methods for function and decoration.</p>	<p>Vocabulary: additive, slip, score, function, decoration, carving, fluting, piercing, incising</p> <p>Technique: score and slip, carving, fluting, piercing, incising</p>	<p>VA:Cr2.1.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p>
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UNIT 7

Unit Title	Hand-Building		
Unit Description	Artists and designers create multiple works through a series using clay construction methods.		
Unit Assessment	Create a series of works of art by choosing handbuilding clay construction methods that best demonstrate ideas or concepts.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do artists develop and brainstorm a series or concentration?</p> <p>5 Days</p>	<input type="checkbox"/> Develop an understanding of how artists plan a series of works based on a theme, idea, or concept. <input type="checkbox"/> Develop an understanding of how artists plan through brainstorming, sketching, experimentation, and practice. <input type="checkbox"/> Plan and choose a concentration/series based on a theme, idea, or concept. <input type="checkbox"/> Plan works of art using hand-building techniques of your choice that best demonstrates ideas and concepts.	<p>Vocabulary: series, concentration, sustained investigation, sketching, brainstorming, experimentation, practice</p> <p>Techniques: slab rolling, building supports (paper, cardboard tubes), welding, template, extruding</p>	<p>VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>

<p>How do artists choose the best techniques to execute their ideas and concepts?</p> <p>25 Days</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create a series or concentration of works based on a theme, idea, or concept using hand-building techniques. <input type="checkbox"/> Build on skills in a concentration area or series using hand-building techniques. <input type="checkbox"/> Create art by choosing hand-building techniques that will best demonstrate ideas and concepts. <input type="checkbox"/> Develop an understanding of how artworks can evolve when working in a series or concentration. 	<p>Vocabulary: series, concentration, sustained investigation</p> <p>Techniques: slab rolling, building supports (paper, cardboard tubes), welding, template, extruding</p>	<p>VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>
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UNIT 8

Unit Title	Sculpture		
Unit Description	Artists and designers create multiple works through a series using sculpture methods.		
Unit Assessment	Create a series of work that concentrate on a theme, idea, or concept.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do artists plan a series or concentration?</p> <p>5 Days</p>	<input type="checkbox"/> Develop an understanding of how artists plan a series of works based on a theme, idea, or concept. <input type="checkbox"/> Develop an understanding of how artists plan through brainstorming, sketching, experimentation, and practice. <input type="checkbox"/> Plan and choose a concentration/series based on a theme, idea, or concept. <input type="checkbox"/> Plan works of art using a sculpture technique of your choice that best demonstrates ideas and concepts.	<p>Vocabulary: series, concentration, sustained investigation</p> <p>Techniques: wire, cardboard, paper, clay, plaster</p>	<p>VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>

<p>How does an artist's series or concentration evolve over time?</p> <p>25 Days</p>	<p><input type="checkbox"/> Create a series or concentration of works based on a theme, idea, or concept using sculpture techniques.</p> <p><input type="checkbox"/> Build on skills in a concentration area or series using sculpture techniques.</p> <p><input type="checkbox"/> Create art by choosing wheel sculpture techniques that will best demonstrate ideas and concepts.</p> <p><input type="checkbox"/> Develop an understanding of how artworks can evolve when working in a series or concentration.</p>	<p>Vocabulary: series, concentration, sustained investigation</p> <p>Techniques: wire, cardboard, paper, clay, plaster</p>	<p>VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>
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UNIT 9

Unit Title	Wheel Throwing		
Unit Description	Artists and designers create multiple works through a series using wheel throwing methods.		
Unit Assessment	Create a series of works by choosing wheel throwing methods that best demonstrate ideas or concepts.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do artists refine their skills?</p> <p>10 Days</p>	<input type="checkbox"/> Develop an understanding of how artists plan a series of works based on a theme, idea, or concept. <input type="checkbox"/> Develop an understanding of how artists plan through brainstorming, sketching, experimentation, and practice. <input type="checkbox"/> Plan and choose a concentration/series based on a theme, idea, or concept. <input type="checkbox"/> Plan works of art using a wheel throwing technique of your choice that best demonstrate ideas and concepts.	<p>Vocabulary: series, concentration, and sustained investigation</p> <p>Techniques: throwing, trimming, lids, and foot</p>	<p>VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>

<p>How do artists choose how to execute their work?</p> <p>15 Days</p>	<p><input type="checkbox"/> Create a series or concentration of works based on a theme, idea, or concept using advanced wheel throwing techniques.</p> <p><input type="checkbox"/> Build on throwing skills by learning about trimming, adding foot and lids, and by developing a concentration area or series using wheel throwing techniques.</p> <p><input type="checkbox"/> Create art by choosing wheel throwing techniques that will best demonstrate ideas and concepts.</p> <p><input type="checkbox"/> Develop an understanding of how artworks can evolve when working in a series or concentration.</p>	<p>Vocabulary: series, concentration, sustained investigation</p> <p>Techniques: throwing, trimming, foot, lids</p>	<p>VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artist practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>
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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)