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.

The History of Sculpture and Ceramics 1.2.12.A.1 Determine dance, mus		Artists use a	Discuss various		<u> </u>	Standards
theatre, and have influe world cultural conoriginality for assignift the works.	visual art need res history. fustify the in the e of music occietal nabits of orical Develop ersonal of an of ross the ciplines sic, visual istorical interes How has the creation and aesthetics of sculpture and ceramics evolve throughout history? Develop ersonal of an of ross the ciplines sic, visual istorical interes How has the creation and aesthetics of sculpture and ceramics evolve throughout history?	variety of problem solving and decision-making skills to apply the elements of art and principles of design in three-dimensional works of art. Three-dimensional design in various media helps identify various cultures and civilizations throughout history. The creation of art includes creative planning and designing. Through the study of art, people learn to make informed critical judgments, gain knowledge about	types of sculpture and ceramics choosing from examples found around the world. Discuss the evolution of sculpture and ceramic works choosing from examples found around the world. Discuss the sculpture and ceramics as a world-wide business and major industry. Discuss realistic, abstract and non-objective sculpture. Possible Learning Activities: Observe and discuss styles and construction techniques of various works of	Provide clear expectations of performance levels based on unit rubric. Teacher will provide individual and group feedback regarding design, technique and craftsmanship. Identify key terms and definitions related to unit. Class discussions on success of finished projects.	Using proper conventions and grammar when speaking and writing. Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. Collaborating and discussing high level ideas with classmates and team members.	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies.

Г	1 4 10 A 4 E14		1	
	1.4.12.A.4 Evaluate	communication,	sculpture and	
	how exposure to various cultures	and learn	ceramics.	
		to respect one's	View and discuss	
	influences individual,	own expression		
	emotional,	and those	sculpture and	
	intellectual, and	of others.	ceramics from	
	kinesthetic responses	A	around the world in	
	to artwork.	Artists use a	terms of aesthetics	
	National Charles	variety of media	and cultural	
	National Standards	and technology	differences between	
	VA:Re.7.1.Ia	tools to find	countries, like	
	Hypothesize ways in	inspiration and	works from:	
	which art influences	visual resources.	Complement	
	perception and	The	Contemporary American ceramics	
	understanding of	The		
	human experiences.	development of	artists	
	VA.D. 7.2 I.	critical thinking	Nation American	
	VA:Re.7.2.Ia	skills enables	Native American	
	Analyze how one's	keener insights	Pottery	
	understanding of the	when solving	Maria Martinez	
	world is affected by	future design	Additional western	
	experiencing visual	problems.		
	imagery.		and non-western	
	VA:Re.7.2.IIIa		works of art and	
			artists	
	Determine the		Constant	
	commonalities		Create a resource	
	within a group of		file of styles of	
	artists or visual		sculpture and/or ceramic works	
	images attributed to a			
	particular type of art,		clipped from	
	timeframe, or		newspapers,	
	culture.		magazines, etc	
	VA:Cn11 1 Io		Create a sketchbook	
	VA:Cn11.1.Ia			
	Describe how		where original ideas	
	knowledge of culture, traditions,		can be cataloged for reference.	
			reference.	
	and history may		Through critique	
	influence personal responses to art.		Through critique, analyze	
	responses to art.		anaryze	

relationships of
works of art to one
another and use this
as a resource for
students' own art
making.
Write a report on a
famous sculptor.

Lining proper Lining proper Carea Care	Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional style and a high degree of technical proficiency and expressivity. 1.3.12.D.2 Produce an original body of artworks in one or more art mediums that demonstrates matery of visual literacy, methods, techniques, and cultural understanding. Innovative applications of the elements of and and decision-making skills to apply the elements of art and principles of design in an original portfolio of two- and three-dimensional style and a high degree of rechnical proficiency and expressivity. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the processes used	Ceramics:	25 days	1.1.12.D.1 Distinguish	What choices	Artists use a	Create pottery		Using proper	
art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.3.12.D.1 Synthesize the elements of art and principles of design in a original portfolio of two- and three-dimensional attworks that reflects personal style and a high degree of technical proficiency and expressivity. 1.3.12.D.2 Producc an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. 1.3.12.D.5 Identify the styles and artisic processes used in the sudy fart, people learn to make informed critical progresses used in the sudy of art, people learn to make informed critical progresses used in the sudy of art, people learn to make informed critical progresses used in the sudy of art, people learn to make informed critical progresses used in the sudy of art, people learn to make informed critical progresses used in the sudy of art, people learn to make informed critical progresses used in the sudy of art, people learn to make informed critical progresses used in the sudy of art, people learn to make informed critical progresses used in the sudy of art, people learn to make informed critical progresses used in the sudy of art, people learn to make informed critical progresses used in the sudy of art, people learn to make informed critical progresses used in the sudy of art, people learn to make informed critical progresses used in the sudy of art, people learn to make informed critical provide individual and group provide individual	Hand Building	•		must an artist	variety of	works using a	expectations of	conventions and	appropriate
design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 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. 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. 1.3.12.D.5 Identify the styles and a fristic processes used in the	and Wheel		of the elements of	make before	problem solving	variety of hand	performance	grammar when	academic and
artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.3.12.D.1 Synthesize the elements of at 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. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the	Thrown		art and principles of	beginning a	and decision-	building	levels based on	speaking and	technical skills.
cultural perspectives and identify specific cross-cultural themes. 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 lechnical proficiency and expressivity. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the				work of art?	making skills to		unit rubric.	writing.	
and identify specific cross-cultural themes. hand building pottery rather than using a principles of design in prottery after the elements of art and principles of design in an original portfolio of two- and three-dimensional attworks that reflects personal style and a high degree of technical proficiency and expressivity. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the									
cross-cultural themes, pottery rather than using a pottery rather than using a principles of design in an original portfolio of two- and three-dimensional attyle and a high degree of technical proficiency and expressivity. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the last and collural understanding. hand builting pottery ather than using a design in three-dimensional design in three-dimensional works of art. Create a slab/coil construction of a functional piece of pottery with a pinch/modeled figure as an additional scultures and civilizations throughout history. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the learnest of art and principles of design in three-dimensional dworks of art. Create a slab/coil construction of a functional piece of pottery with a pinch/modeled figure as an deditional scultures and civilizations throughout history. Create a slab/coil Create a slab/coil of functional piece of pottery with a pinch/modeled figure as an dictional scultures and civilizations throughout history. Create a slab/coil construction of a functional piece of pottery with a pinch/modeled figure as an dictingura and civilizations throughout history. Create a slab/coil construction of a functional piece of pottery with a pinch/modeled figure as an cardismanship. Create pottery with a pinch/modeled figure as an cardismanship. Class discussions on success of finished projects. Class Class Class Class Class Class Class Class Substitute and cardismanship. Create pottery works which demonstrate an understanding of the study of art, people learn to make informed critical pinch/modeled figure as an cardismanship. Create pottery with a									
pottery rather than using a pottery 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. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the loss identify the styles and artistic processes used in the loss identify apostery with a principle of one from than using a works of art. Create a slab/coil construction of a functional profece of pottery with a principle feedback ranke shash coil construction of a functional profece of pottery with a principle feedback ranke shash coil construction of a functional price of pottery with a principle feedback ranke shash coil construction of a functional price of pottery with a principle feedback ranke shash coil construction of a functional price of pottery with a principle feedback ranke sense of, and learn from others' ideas, observations, and expresional design in various utlures and civilizations throughout history. The creation of art includes creation of art includes creative planning and designing. Through the study of art, people learn to make informed critical judgments, gain				•		Drape			
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. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the			cross-cultural themes.		O		individual and		•
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. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the principles of design in an original body of art, people learn to make informed critical processes used in the pottery wheel? Three-pottery with a pinch/modeled figure as an apinch/modeled figure as an apinch/modeled the pinch/modeled figure as an additional sculptural element or decoration. The creation of art includes creative planning and design in various media helps identify various cultures and civilizations throughout history. The creation of art includes creative pottery works which designing. The creation of art includes creation. The creation of art includes creation of art includes the stages of clay and the possibilities and limitations of each stage. Through the study of art, people learn to make informed craftsmanship. Collaborating and definitions related to unit. classmates and tream members. Class discussions on success of finished projects. Class discussions on success of finished projects. Class discussions on success of finished projects.				¥					with reason.
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. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the				_	works of art.			·	
an original portfolio of two- and three- dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the									
two- and three- dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the design in various media helps identify various cultures sculptural element or decoration. Create pottery works which definitions related to unit. Class discussing high definitions related to unit. Class discussions on success of finished projects. Class discussions on success of finished projects. Through the study of art, people learn to make informed styles and artistic processes used in the				wheel?		1	•	/	<u> </u>
dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the									
that reflects personal style and a high degree of technical proficiency and expressivity. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the							craftsmanship.	experiences.	*
style and a high degree of technical proficiency and expressivity. 1.3.12.D.2 Produce an original body of artwork in one or mere art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. 1.3.12.D.5 Identify the styles and artistic processes used in the stages of interest of technical proficiency and civilizations throughout history. Create pottery works which definitions related to unit. classmates and technology to enhance maker of discussions on success of finished projects. Class discussions on success of finished projects. The creation of art includes creative planning and designing of the stages of clay stage. Through the study of art, people learn to make informed styles and artistic processes used in the styles and artistic processes used in the styles and artistic processes used in the styles and activitizations and civilizations throughout history. Create pottery works which definitions related to unit. Class discussions on success of finished projects. Class discussions on success of finished projects. Using the potter's wheel create a cylinder with create a curve the styles and artistic processes used in the styles and artistic processes used in the styles and activilizations throughout thistory. Create pottery works which definitions related to unit. Class discussions on success of finished projects. Using the potter's wheel create a cylinder with create a cylinder with given ideas in the styles and activities and contact the styles and artistic projects.									1
of technical proficiency and expressivity. 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. 1.3.12.D.5 Identify the styles and artistic processes used in the					1				solving them.
and expressivity. throughout history. throughout history. throughout history. throughout history. throughout history. throughout history. The creation of art work in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. Through the study of art, people learn to styles and artistic processes used in the throughout history. Create pottery works which demonstrate an understanding of the stages of clay and the planning and possibilities and limitations of each stage. Through the study of art, people learn to make informed critical judgments, gain treated to unit. Class discussions on success of finished projects. Class discussions on success of finished projects. Using the potter's wheel create a cylinder with sgraffito surface design decoration						or decoration.			
history. works which demonstrate an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. Through the styles and artistic processes used in the stages of inthe styles and artistic processes used in the stages of clay and the creation of art includes the stages of clay and the stages of clay and the possibilities and limitations of each stage. Class discussions on success of finished projects. Iteam members. enhance productivity discussions on success of finished projects. Iteam members. enhance productivity discussions on success of finished projects.						_			
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. 1.3.12.D.5 Identify the styles and artistic processes used in the			and expressivity.		•		related to unit.		
original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. The creation of art includes the stages of clay and the planning and of visual literacy, methods, techniques, and cultural understanding. Through the study of art, people learn to styles and artistic processes used in the make informed control of art includes the stages of clay and the projects. Through the study of art, people learn to make informed critical judgments, gain design decoration			1010000		history.		C1	team members.	
artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. Through the study of art, people learn to styles and artistic processes used in the art includes creative and the possibilities and possibilities and possibilities and projects. Through the study of art, people learn to make informed critical judgments, gain design decoration art includes the stages of clay and the projects. finished projects. Through the study of art, wheel create a cylinder with sgraffito surface design decoration									productivity
more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. 1.3.12.D.5 Identify the styles and artistic processes used in the more art mediums that demonstrates mastery planning and possibilities and limitations of each stage. Through the study of art, people learn to make informed critical sgraffito surface design decoration Through the study of art, people learn to make informed cylinder with sgraffito surface design decoration						•			
demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. 1.3.12.D.5 Identify the styles and artistic processes used in the planning and designing. planning and designing. possibilities and limitations of each stage. Using the potter's wheel create a cylinder with sgraffito surface design decoration									
of visual literacy, methods, techniques, and cultural understanding. 1.3.12.D.5 Identify the styles and artistic processes used in the designing. Ilimitations of each stage. Using the potter's wheel create a cylinder with sgraffito surface design decoration									
methods, techniques, and cultural understanding. Through the study of art, people learn to people learn to make informed styles and artistic processes used in the stage. Through the study of art, people learn to wheel create a cylinder with sgraffito surface design decoration							projects.		
and cultural understanding. Through the study of art, people learn to make informed cylinder with styles and artistic processes used in the Through the study of art, people learn to wheel create a cylinder with sgraffito surface design decoration					designing.				
understanding. study of art, people learn to make informed styles and artistic processes used in the study of art, people learn to make informed cylinder with sgraffito surface judgments, gain design decoration					TD1 1 (1	stage.			
people learn to wheel create a cylinder with styles and artistic processes used in the people learn to make informed cylinder with sgraffito surface judgments, gain design decoration					O	TT.:			
1.3.12.D.5 Identify the styles and artistic processes used in the make informed cylinder with sgraffito surface judgments, gain design decoration			understanding.						
styles and artistic critical sgraffito surface processes used in the judgments, gain design decoration			1 2 12 D 5 Identify the		. .				
processes used in the judgments, gain design decoration									
TO THE AUGUST CONTRACTOR OF THE CONTRACTOR OF TH									
and historically diverse about visual			•		•	techniques			

	1.1	• .•		1
	two- and three-	communication,	Construct paper	
	dimensional artworks	and learn	templates for slab	
	and emulate those styles	to respect one's	constructed	
	by creating an original	own expression	pottery.	
	body of work.	and those		
		of others.	Create pottery	
	1.4.12.A.1 Use		using the	
	contextual clues to	Artists use a	following	
	differentiate between	variety of media	techniques safely	
	unique and common	and technology	and properly:	
	properties and to	tools to find	Wedging	
	discern the cultural	inspiration and	Glazing using	
	implications of works	visual resources.	splatter,	
	of dance, music,		sponge or	
	theatre, and visual art.	The	brush	
		development of	Decorative	
	1.4.12.A.2 Speculate on	critical thinking	finishing	
	the artist's intent,	skills enables		
	using discipline-specific	keener insights	Footing a thrown	
	arts terminology and	when solving	piece	
	citing embedded clues	future design		
	to substantiate the	problems.	Demonstrate	
	hypothesis.		proper use of	
			various skills in	
	National Standards		the stages of	
	VA: Cr1.1.Ia Use		wheel throwing:	
	multiple approaches to		Centering	
	begin creative		Opening	
	endeavors.		Raising	
			Forming	
	VA:Cr1.2.IIa Choose		Trimming	
	from a range of			
	materials and methods		Discuss various	
	of traditional and		firing procedures	
	contemporary artistic		and approaches	
	practices to plan works		for:	
	of art and design.		Bisque	
			Glaze	
	VA:Cr2.1.IIa Through		Raku	
	experimentation,			
	practice, and			
<u> </u>	1 * '	ı		

narsistanas	Define the		
persistence,			
demonstrate acquisition	following terms:		
of skills and knowledge	Applique		
in a chosen art form.	Bevel		
	Bisqueware		
VA:Cr2.2.Ia Explain	Burnishing		
how traditional and	Glaze		
nontraditional materials	Glazeware		
may impact human	Greenware		
health and the	Impression		
environment and	Incising		
demonstrate safe	Leather hard		
handling of materials,	Low fire clay		
tools, and equipment.	Plasticity		
	Sgraffito		
VA:Pr4.1.Ia Analyze,	Slip		
select, and curate	Slip and score		
artifacts and/or	Sprigging		
artworks for	Wedge		
presentation and	Throw/Thrown		
preservation.	lid		
r	Center		
VA:Cn10.1.Ia	Raise		
Document the process	Open		
of developing ideas	Form		
from early stages to	Trim		
fully elaborated ideas.	Pulled handle		
runy claborated ideas.			
VA:Cn11.1.IIa	Possible Learning		
Compare uses of art in a	Activities:		
	110011100.		
variety of societal,	Create pottery		
cultural, and historical	works using a		
contexts and make	variety of hand		
connections to uses of			
art in contemporary and	building		
local contexts.	techniques, like		
	Coil		
	Slab		
	Drape		

	Create a slab/coil construction of a functional piece of pottery with a pinch/modeled figure as an additional sculptural element or decoration. Create pottery works which demonstrate an understanding of the stages of clay and the possibilities and limitations of each stage.	
	Using the potter's wheel create a cylinder with sgraffito surface design decoration techniques	

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

and autumn1		tools	1	I	
and cultural	communication,	tools			
understanding.	and learn	Oil based clay			
1 4 12 4 1 11	to respect one's	Calipers			
1.4.12.A.1 Use	own expression	Paper Mache			
contextual clues to	and those	Turntable			
differentiate between	of others.	Plaster			
unique and common		Chicken wire			
properties and to discern	Artists use a	and other			
the cultural implications	variety of media	wires			
of works of dance,	and technology	Wax			
music, theatre, and	tools to find	Styrofoam			
visual art.	inspiration and	Wire-ended			
	visual resources.	loop tools			
1.4.12.A.2 Speculate on		Newspaper			
the artist's intent,	The	Spatula			
using discipline-specific	development of				
arts terminology and	critical thinking	Discuss and			
citing embedded clues to	skills enables	define the			
substantiate the	keener insights	following			
hypothesis.	when solving	terms:			
	future design	Terracotta			
	problems.	clay			
National Standards		Convex			
VA: Cr1.1.Ia Use		Modeling			
multiple approaches to		Turntable			
begin creative		Plastic			
endeavors.		Liquid stage			
		Leatherhard			
VA:Cr1.2.IIa Choose		Putty stage			
from a range of		Greenware			
materials and methods		Rigid stage			
of traditional and		Bisque			
contemporary artistic		Set stage			
practices to plan works		Oil based clay			
of art and design.		Cure stage			
		Armature			
VA:Cr2.2.Ia Explain		Dry stage			
how traditional and		Paper Mache			
nontraditional materials		Realism			
may impact human		Caliper			
health and the		Abstraction			

and and	Magatina	
environment and	Negative	
demonstrate safe	space	
handling of materials,	Non-objective	
tools, and equipment.	Positive space	
	Concave	
VA:Cr3.1.IIa Engage in		
constructive critique	Possible	
with peers, then reflect	Learning	
on, re-engage, revise,	Activities:	
and refine works of art		
and design in response	Create an	
to personal artistic	abstract	
vision.	sculpture	
	(figure) in the	
VA:Re.7.2.Ia Analyze	round using	
how one's understanding	terra cotta clay	
of the world is affected	in the style of	
by experiencing visual	Henry Moore.	
	Tienry Woore.	
imagery.	Create confeture	
WAR ZOH E 1	Create sculpture	
VA:Re.7.2.IIa Evaluate	using one of the	
the effectiveness of an	following	
image or images to	subject	
influence ideas, feelings,	resources:	
and behaviors of specific	animals,	
audiences.	inanimate	
	objects, the	
VA:Cn10.1.Ia	figure, nature.	
Document the process of		
developing ideas from		
early stages to fully		
elaborated ideas.		
VA:Cn11.1.Ia Describe		
how knowledge of		
culture, traditions, and		
history may influence		
personal responses to		
art.		

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Construction or Mobiles	15 days	1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives	How can diverse art media and techniques impact originality and artistic statement?	Artists use a variety of problem solving and decision-making skills to apply the elements of art	Define and demonstrate safe and proper use of media and tools, such as: A. Foam core board B. Styrofoam C. Board	Provide clear expectations of performance levels based on unit rubric.	Using proper conventions and grammar when speaking and writing. Collaborating and	CRP2. Apply appropriate academic and technical skills.
		and identify specific cross-cultural themes. 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. 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	How can artists use negative and positive space to enhance the visual impact of a 3D piece of art?	and principles of design in three-dimensional works of art. Three-dimensional design in various media helps identify various cultures and civilizations throughout history. The creation of art includes creative planning and	D. Paper sheet E. Plastic F. X-acto knives G. Files H. Sandpaper I. Adhesives J. Pins K. Paint L. Gesso Define and discuss the following terms: A. Construction B. Stabile C. Additive D. Relief E. Realism F. Mobile G. Abstraction	Teacher will provide individual and group feedback regarding design, technique and craftsmanship. Identify key terms and definitions related to unit. Class discussions on success of finished	discussing high level ideas with classmates and team members. Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. Integrate and evaluate multiple sources of information	CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use
		proficiency and expressivity. 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery		designing. Through the study of art, people learn to make informed critical judgments, gain	H. Non-objective I. Maquette J. Negative Space K. Positive space Possible Learning Activities:	projects.	presented in diverse formats and media. Demonstrate safe use of art materials,	technology to enhance productivity. CRP2. Apply appropriate academic

	of vigual literacy	Imoviladas	Create a constructed	ingradients and	and
	of visual literacy,	knowledge	Create a constructed	ingredients, and	and
	methods, techniques,	about visual	sculpture using a	equipment.	technical
	and cultural	communication,	variety of media and	T 11	skills.
	understanding.	and learn	approaches	Follow precisely	CDD.
		to respect one's		a complex	CRP6.
	1.4.12.A.1 Use	own expression	Create a mobile using	multistep	Demonstrate
	contextual clues to	and those	a variety of media and	procedure when	creativity
	differentiate between	of others.	approaches	carrying out	and
	unique and common			experiments,	innovation.
	properties and to	Artists use a	Using foam board,	taking	
	discern the cultural	variety of media	create a stable or relief	measurements, or	CRP8.
	implications of works	and technology	sculpture	performing	Utilize
	of dance, music,	tools to find		technical tasks.	critical
	theatre, and visual art.	inspiration and			thinking to
	1.4.12.A.2 Speculate	visual resources.			make sense
	on the artist's intent,				of problems
	using discipline-	The			and
	specific arts	development of			persevere in
	terminology and citing	critical thinking			solving
	embedded clues to	skills enables			them.
	substantiate the	keener insights			
	hypothesis.	when solving			CRP11. Use
		future design			technology
	National Standards	problems.			to enhance
	VA: Cr1.1.Ia Use	1			productivity.
	multiple approaches to				T · · · · · · · · · · · · · · · · · · ·
	begin creative				
	endeavors.				
	VA:Cr1.2.IIa Choose				
	from a range of				
	materials and methods				
	of traditional and				
	contemporary artistic				
	practices to plan works				
	<u> </u>				
	of art and design.				
	VA:Cr2 2 In Explain				
	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. VA:Cr3.1.Ha 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. VA:Re.7.2.Ia Analyze how one's	
demonstrate safe handling of materials, tools, and equipment. 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. VA:Re.7.2.Ia Analyze	
handling of materials, tools, and equipment. 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. VA:Re.7.2.Ia Analyze	
handling of materials, tools, and equipment. 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. VA:Re.7.2.Ia Analyze	
tools, and equipment. 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. VA:Re.7.2.Ia Analyze	
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. VA:Re.7.2.Ia Analyze	
in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. VA:Re.7.2.Ia Analyze	
in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. VA:Re.7.2.Ia Analyze	
with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. VA:Re.7.2.Ia Analyze	
on, re-engage, revise, and refine works of art and design in response to personal artistic vision. VA:Re.7.2.Ia Analyze	
and refine works of art and design in response to personal artistic vision. VA:Re.7.2.Ia Analyze	
and refine works of art and design in response to personal artistic vision. VA:Re.7.2.Ia Analyze	
to personal artistic vision. VA:Re.7.2.Ia Analyze	
to personal artistic vision. VA:Re.7.2.Ia Analyze	
vision. VA:Re.7.2.Ia Analyze	
VA:Re.7.2.Ia Analyze	
l how one's	
understanding of the	
world is affected by	
experiencing visual	
imagery.	
VA:Re.7.2.IIa Evaluate	
the effectiveness of an	
image or images to	
influence ideas,	
feelings, and behaviors	
of specific audiences.	
VA:Cn10.1.Ia	
Document the process	
of developing ideas	
from early stages to	
fully elaborated ideas.	
VA:Cn11.1.Ia	
Describe how	
knowledge of culture,	
traditions, and history	
may influence personal	
responses to art.	

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Assemblage	5 days	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. 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. 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.	Questions How can an artist express meaning through various media? What kinds of found objects would be acceptable to use in a work of art and why?	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. Three-dimensional design in various media helps identify various cultures and civilizations throughout history. The creation of art includes creative planning and designing. Through the study of art,	Discuss and define assemblage and types, such as: A. Collage B. Montage C. Construction Discuss and demonstrate the safe and proper use of materials and tools, such as: 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		Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. Integrate and evaluate multiple sources of information presented in diverse formats and media.	
		1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two-and three-dimensional		people learn to make informed critical judgments, gain knowledge about visual	Discuss and define the following sculpture terms and their relationship to assemblage: A. In the round		Demonstrate safe use of art materials, ingredients, and equipment.	

	nunication, B. Relief Follow precisely
those styles by creating an and l	
original body of work. to res	spect one's D. Negative space multistep
own	expression E. Installation procedure when
1.4.12.A.1 Use contextual and t	hose F. Synectics carrying out
clues to differentiate of of	hers. G. Additive/ experiments,
between unique and	Subtractive taking
common properties and to Artis	ts use a H. Camouflage measurements, or
discern the cultural varie	ty of media I. Metamorphosis performing
implications of works of and t	echnology J. Oxymoron technical tasks.
	to find K. Paradox
	ration and L. Sensory analog
	l resources. M. Metaphor
1.4.12.A.2 Speculate on	N. Analogy
the artist's intent,	O. Fantasy
	opment of P. High / low relief
	al thinking
	enables Possible Learning
	er insights Activities:
	solving
	e design Design and create an
probl	
National Standards	joining techniques
VA: Cr1.1.IIIa Visualize	like adhesives, nails
and hypothesize to	and pins
generate plans for ideas	and pins
and directions for creating	Create a collage
art and design that can	Create a contage
affect social change.	Create a montage
affect social change.	Create a montage
VA:Cr1.2.Ia Shape an	Create an unusual
artistic investigation of an	display and/or
	installation approach
aspect of present-day life	пізтапанон арргоасн
using a contemporary	Create an assemble se
practice of art or design.	Create an assemblage
VA.C-2.2 HI-	using one or more of
VA:Cr2.2.IIIa	the following: found
Demonstrate	objects. fibers, mixed
understanding of the	media, paper products
importance of balancing	
freedom and responsibility	

in the use of images, materials, tools, and equipment in the creation and circulation of creative work.	Create a polyhedron paper sculpture using montage or paint to express the concept of camouflage/emphasis.	
VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.		
VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.		

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	1.1.12.D.1 Distinguish	What values	Artists use a variety	Discuss casting	Teacher will	Using proper	CRP2. Apply
		innovative applications	would an artist	of problem solving	techniques and terms	provide	conventions and	appropriate
		of the elements of	find in	and decision-making	such as:	individual and	grammar when	academic and
		art and principles of	casting?	skills to apply the	Lost wax	group feedback	speaking and	technical
		design in visual artworks		elements of art and	Casting from live	regarding	writing.	skills.
		from diverse cultural	What are the	principles of design	models	design,		G
		perspectives and identify	advantages of	in three-dimensional	Body cast	technique and	Collaborating and	CRP6.
		specific cross-cultural	using a mold	works of art.	Undercut	craftsmanship.	discussing high	Demonstrate
		themes.	to create art?		Pour		level ideas with	creativity and
				Three-dimensional	Keys	Identify key	classmates and	innovation.
		1.3.12.D.1 Synthesize		design in various	Releasing agent	terms and	team members.	
		the elements of art and		media helps identify	Demonstrate safe	definitions		CRP8. Utilize
		principles of design in		various cultures and	handling of and	related to unit.	Engage in	critical
		an original portfolio of		civilizations	discuss:		multiple forms of	thinking to
		two- and three-		throughout history.	Plaster	Class	discussion in	make sense of
		dimensional artworks			Plaster craft	discussions on	order to process,	problems and
		that reflects personal		The creation of art	Wire	success of	make sense of,	persevere in
		style and a high degree		includes creative	Clay	finished	and learn from	solving them.
		of technical proficiency		planning and	Rasps	projects.	others' ideas,	
		and expressivity.		designing.	Releasing agent		observations, and	CRP11. Use
					Rubber		experiences.	technology to
		1.3.12.D.2 Produce an		Through the study of	Wax			enhance
		original body of artwork		art, people learn to	Found objects		Integrate and	productivity.
		in one or more art		make informed			evaluate multiple	
		mediums that		critical judgments,	Demonstrate and		sources of	
		demonstrates mastery		gain knowledge about	discuss the creation		information	
		of visual literacy,		visual	and use of molds		presented in	
		methods, techniques,		communication, and	(waste mold, piece		diverse formats	
		and cultural		learn to respect one's	mold, rubber mold)		and media.	
		understanding.		own expression and				
				those of others.	Use of an armature		Demonstrate safe	
		1.3.12.D.5 Identify the					use of art	
		styles and artistic		Artists use a variety	Planning through		materials,	
		processes used in the		of media and	observation,		ingredients, and	
		creation of culturally		technology tools to	thumbnail sketches		equipment.	

Г				
	and historically diverse	find inspiration and	and use of visual	
	two- and three-	visual resources.	resources.	
	dimensional artworks	6. The development		
	and emulate those styles	of critical thinking	Plaster mixing and	
	by creating an original	skills enables keener	pouring techniques	
	body of work.	insights when solving	as well as the stages	
		future design	of plaster	
	1.4.12.A.1 Use	problems.	 Liquid stage 	
	contextual clues to		2. Putty stage	
	differentiate between		3. Rigid stage	
	unique and common		4. Set stage	
	properties and to discern		5. Cure stage	
	the cultural implications		6. Dry stage	
	of works of dance,			
	music, theatre, and		Possible Learning	
	visual art.		Activities:	
	1.4.12.A.2 Speculate on		Create a sculpture	
	the artist's intent,		using a casting	
	using discipline-specific		technique and one of	
	arts terminology and		the following subject	
	citing embedded clues to		resources; animals,	
	substantiate the		inanimate objects,	
	hypothesis.		the figure, nature.	
	National Standards			
	VA: Cr1.1.Ia Use			
	multiple approaches to			
	begin creative			
	endeavors.			
	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.			
	1			
		1	1	I

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.
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.
VA:Cn10.1.IIa Utilize
inquiry methods of
observation, research,
and experimentation to
explore unfamiliar
subjects through
artmaking.
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.

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	1.1.12.D.1 Distinguish	How do	Artists use a	Demonstrate and	Provide clear	Using proper	CRP2. Apply
		innovative applications of	underlying	variety of problem	discuss carving	expectations of	conventions and	appropriate
		the elements of art and	structures	solving and	techniques in the	performance	grammar when	academic and
		principles of design in	unconsciously	decision-making	following media:	levels based on	speaking and	technical
		visual artworks from	guide the	skills to apply the	A. Plaster	unit rubric.	writing.	skills.
		diverse cultural	creation of art	elements of art and	(vermiculite			
		perspectives and identify	works?	principles of design	mix / various	Teacher will	Collaborating and	CRP6.
		specific cross-cultural		in three-	stage)	provide	discussing high	Demonstrate
		themes.	What are some of	dimensional works	B. Cement	individual and	level ideas with	creativity and
			the challenges of	of art.	C. Stone	group feedback	classmates and	innovation.
		1.2.12.A.1 Determine how	the subtractive		D. Wax	regarding	team members.	
		dance, music, theatre, and	method of	Three-dimensional		design,		CRP8. Utilize
		visual art have influenced	creating art over	design in various	Demonstrate and	technique and	Engage in	critical
		world cultures throughout	additive?	media helps	discuss safe and	craftsmanship.	multiple forms of	thinking to
		history.		identify various	proper use of tools,		discussion in	make sense of
				cultures and	such as:	Identify key	order to process,	problems and
		1.2.12.A.2 Justify the		civilizations	A. Chisels	terms and	make sense of,	persevere in
		impact of innovations in		throughout history.	B. Mallets/	definitions	and learn from	solving them.
		the arts (e.g., the			hammers	related to unit.	others' ideas,	
		availability of music		The creation of art	C. Knives		observations, and	CRP11. Use
		online) on societal norms		includes creative	D. Sandbags	Class	experiences.	technology to
		and habits of mind in		planning and	E. Files	discussions on		enhance
		various historical eras.		designing.	F. Rasps	success of	Integrate and	productivity.
					G. Sandpaper	finished	evaluate multiple	
		1.3.12.D.1 Synthesize the		Through the study	(various	projects.	sources of	
		elements of art and		of art, people learn	grades)		information	
		principles of design in an		to make informed	H. Molds of		presented in	
		original portfolio of two-		critical judgments,	plaster		diverse formats	
		and three-dimensional		gain knowledge	I. Buckets		and media.	
		artworks that reflects		about visual	J. Putty knives			
		personal style and a high		communication,	K. Carving		Demonstrate safe	
		degree of technical		and learn to respect	hooks		use of art	
		proficiency and		one's own	L. Wire brush		materials,	
		expressivity.		expression and	M. Lubricating		ingredients, and	
				those of others.	Oil		equipment.	

T	14040707	Г	
	1.3.12.D.2 Produce an		N. Eye
	original body of artwork in	Artists use a	protection
	one or more art	variety of media	
	mediums that demonstrates	and technology	Discuss the
	mastery of visual literacy,	tools to find	following concepts
	methods, techniques, and	inspiration and	as they relate to
	cultural understanding.	visual resources.	carving:
			A. Positive and
	1.3.12.D.5 Identify the	The development	negative space
	styles and artistic processes	of critical thinking	B. Concave or
	used in the creation of	skills enables	convex
	culturally and historically	keener insights	C. Planes
	diverse two- and three-	when solving	
	dimensional artworks and	future design	Discuss the famous
	emulate those styles by	problems.	works of artists
	creating an original body		like:
	of work.		A. Michelangelo
			Buonarroti
	1.4.12.A.1 Use contextual		B. Gianlorenzo
	clues to differentiate		Bernini
	between unique and		C. Donatello
	common properties and to		D. Constantin
	discern the cultural		Brancusi
	implications of works of		E. Jan Arp
	dance, music, theatre, and		F. Jacques
	visual art.		Lipchitz
	1 1 1 2 2 2 3		G. Barbara
	1.4.12.A.2 Speculate on		Hepworth
	the artist's intent,		H. Alexander
	using discipline-specific		Archipenko
	arts terminology and citing		G. Inuit Eskimo
	embedded clues to		stone carvings
	substantiate the hypothesis.		H. Oaxaca
			Mexican Folk
	National Standards		Art- wood
	VA: Cr1.1.IIa Individually		carvings
	or collaboratively		
	formulate new creative		Possible Learning
	problems based on		Activities:
	student's existing artwork.		

VA:Cr2.1.IIa Through		Create a non-		
experimentation, practice,		objective relief		
and persistence,		carving in one or		
demonstrate acquisition of		more media with		
skills and knowledge in a		organic or		
chosen art form.		geometric design		
		quality (Art		
VA:Cr2.2.Ia Explain how		History Resource,		
traditional and		Jan Arp and Frank		
nontraditional materials		L. Wright)		
may impact human health		<i>6</i> • <i>7</i>		
and the environment and		Create a non-		
demonstrate safe handling		objective sculpture		
of materials, tools, and		in the round with		
equipment.		organic or		
equipment.		geometric design		
VA:Cr3.1.IIa Engage in		quality (Art		
constructive critique with		History Resource,		
peers, then reflect on, re-		B. Hepworth and		
engage, revise, and refine		J. Arp).		
works of art and design in		J. 711p).		
response to personal				
artistic vision.				
artistic vision.				
VA:Re.7.1.IIa Recognize				
and describe personal				
aesthetic and empathetic				
responses to the natural				
world and constructed				
environments.				
environments.				
VA:Re8.1.IIa Identify				
types of contextual				
information useful in the				
process of constructing				
interpretations of an				
artwork or collection of				
works.				
VA:Cn10.1.Ia Document				
the process of developing				

ideas from early stages to fully elaborated ideas.			

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	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. 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. 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. 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two-and three-dimensional	What are the technical and aesthetic properties of varied fiber/soft media? How can these properties be used to create soft sculpture?	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. Three-dimensional design in various media helps identify various cultures and civilizations throughout history. The creation of art includes creative planning and designing.	Discuss and demonstrate the safe and proper use of media and tools like: 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	Provide clear expectations of performance levels based on unit rubric. Teacher will provide individual and group feedback regarding design, technique and craftsmanship. Identify key terms and definitions related to unit. Class discussions on success of finished projects.	Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. Integrate and evaluate multiple sources of information presented in diverse formats	
		artworks that reflects personal style and a high degree of technical proficiency and expressivity.		study of art, people learn to make informed critical judgments, gain knowledge about visual	Discuss various fiber and soft sculpture concepts, such as: A. Construction B. Additive C. Realistic, non-		and media. Demonstrate safe use of art materials, ingredients, and equipment.	

Г	1 2 12 D 2 D - 1		-1.:4:	T I
	1.3.12.D.2 Produce an	communication,	objective,	
	original body of artwork in	and learn	abstract	Follow precisely
	one or more art	to respect one's	D. Positive /	a complex
	mediums that demonstrates	own expression	negative space	multistep
	mastery of visual literacy,	and those	E. High and low	procedure when
	methods, techniques, and	of others.	relief	carrying out
	cultural understanding.		F. Mobile	experiments,
		Artists use a	G. Stabile	taking
	1.3.12.D.5 Identify the	variety of media	H. In the round	measurements, or
	styles and artistic processes	and technology		performing
	used in the creation of	tools to find	Discuss various	technical tasks.
	culturally and historically	inspiration and	sculptural works	
	diverse two- and three-	visual resources.	and artists, such as:	
	dimensional artworks and		A. Christo	
	emulate those styles by	The	B. Colonial	
	creating an original body of	development of	Americans	
	work.	critical thinking	C. Claus	
		skills enables	Oldenburg	
	1.4.12.A.1 Use contextual	keener insights	D. Wearable art	
	clues to differentiate	when solving		
	between unique and	future design	Possible Learning	
	common properties and to	problems.	Activities:	
	discern the cultural	•		
	implications of works of		Create a fiber or	
	dance, music, theatre, and		soft sculpture using	
	visual art.		fabrics that were	
			hand dyed or	
	1.4.12.A.2 Speculate on the		altered with 1)	
	artist's intent,		natural dyes 2)	
	using discipline-specific		bought dyes	
	arts terminology and citing			
	embedded clues to		Using muslin and	
	substantiate the hypothesis.		various needle	
	The state of the s		techniques, create a	
	National Standards		monotone quilted	
	VA: Cr1.1.Ia Use multiple		object	
	approaches to begin			
	creative endeavors.			
	Croative chacavors.			
	VA:Cr1.2.IIa Choose from			
	a range of materials and			
	a range of materials and			

T		T		
	methods of traditional and			
	contemporary artistic			
	practices to plan works of			
	art and design.			
	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.			
	VA.C.2.1 H. France i			
	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.			
	VA:Re.7.2.Ia Analyze how			
	one's understanding of the			
	world is affected by			
	experiencing visual			
	imagery.			
	VA:Re.7.2.IIa Evaluate the			
	effectiveness of an image or			
	images to influence ideas,			
	feelings, and behaviors of			
	specific audiences.			
	specific audiences.			
	VA:Cn10.1 Is Document			
	VA:Cn10.1.Ia Document			
	the process of developing			
	fully elaborated ideas.			
	how knowledge of culture,			
	ideas from early stages to fully elaborated ideas. VA:Cn11.1.Ia Describe how knowledge of culture,			

traditions, and history may			
influence personal			
responses to art.			

BIBILIOGRAPHY

<u>Design Synectics</u> by Nicholas Roukes Published by Davis Publications, MA

Published by Davis Publications, MA

Generations in Clay by Alfred E. Dittert, Jr. and Fred Plog

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

Periodicals

Ceramics Monthly

WEBLIOGRAPHY

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