



# **SCULPTURE AND CERAMICS I**

**CURRICULUM**

**CARLISLE AREA SCHOOL DISTRICT**

**DATE OF BOARD APPROVAL: December 8, 2022**

## COURSE OVERVIEW

<b>Title:</b>	Sculpture and Ceramics I
<b>Grade Level:</b>	Grades 9-12
<b>Level:</b>	High School - Introductory
<b>Length:</b>	Full Year
<b>Duration:</b>	85 Minute Periods
<b>Frequency:</b>	90 Days
<b>Pre-Requisites:</b>	None
<b>Credit:</b>	1 Credit
<b>Description:</b>	Sculpture and Ceramics I is an introductory level course that focuses on teaching students hand-building and wheel throwing pottery techniques as well as a focus on designing and building sculptures. Throwing techniques will include centering, throwing, trimming, glazing, and firing. Hand-building techniques will include pinch, slab construction, additive and subtractive methods. Students will also have the opportunity to 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>• Sculpture 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>• Pinch construction</li> <li>• Soft slab construction</li> <li>• Coil construction</li> </ul>	30 Days
8	Sculpture	<ul style="list-style-type: none"> <li>• Sculpture-in-the-round</li> <li>• Relief</li> </ul>	30 Days
9	Wheel Throwing	<ul style="list-style-type: none"> <li>• Wheel parts, safety, and maintenance</li> <li>• Cylinders</li> </ul>	15 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"/> 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.	<b>Vocabulary:</b> art studio, materials, tools, equipment	VA:CR2.2.1a 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, designers, and curators prepare artwork for presentation.		
<b>Unit Assessment</b>	Collaboratively curate artwork for display.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>How do artists and designers curate artwork for display?</p> <p><b>Ongoing</b></p>	<input type="checkbox"/> Select and display personal artwork for presentation. <input type="checkbox"/> Collaborate with artists to arrange a display. <input type="checkbox"/> Demonstrate how to safely and properly hang (place) work for display. <input type="checkbox"/> Identify and label artwork for display.	<p><b>Vocabulary:</b>            gallery, museum, exhibit, curate, eye-level, label, mats</p>	<p>VA:Pr.4.1.Ia            Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</p> <p>VA:Pr.5.1.Ia            Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>VA:Pr.6.1.Ia            Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</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>	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.	<b>Vocabulary:</b> observation, description, analyze, evaluate, interpret	VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and various contexts.
How do artists establish relevant criteria to evaluate works of art?  <b>Ongoing</b>	<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"/> Evaluate artwork using developed criteria and questions.	<b>Vocabulary:</b> art criticism, evaluate, criteria	VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.
How are artists and designers influenced when interpreting and evaluating works of art?  <b>Ongoing</b>	<input type="checkbox"/> Identify parts of an artwork that are recognizable, relatable, or unfamiliar. <input type="checkbox"/> Describe how culture could impact your interpretation of a work of art. <input type="checkbox"/> Describe how culture could impact your evaluations of a work of art.	<b>Vocabulary:</b> culture, tradition	VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.

## UNIT 8

<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, and refining.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do artists plan works of art?  <b>Ongoing</b>	<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.	<b>Vocabulary:</b> thumbnail sketches, composition	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 designs in progress.
How do you revise, refine, and develop works of art?  <b>Ongoing</b>	<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.	<b>Vocabulary:</b> critique, revise	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 designs in progress.



## UNIT 9

<b>Unit Title</b>	Mediums and Materials		
<b>Unit Description</b>	Artists and designers use multiple sculpture and ceramic materials to create works of art. Students will develop an understanding of how to create using both traditional and non-traditional processes.		
<b>Unit Assessment</b>	Create art using multiple traditional and non-traditional materials and processes.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
Why is it important to understand clay stages?  <b>Ongoing</b>	<input type="checkbox"/> Develop an understanding of clay stages. <input type="checkbox"/> Develop an understanding of clay care and responsibilities.	<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:Cr1.1.Ia Use multiple approaches to begin creative endeavors.  VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.
How do artists create work using traditional materials?  <b>Ongoing</b>	<input type="checkbox"/> Develop an understanding of traditional approaches, materials, and/or processes. <input type="checkbox"/> Create using multiple traditional approaches, materials and/or processes.	<b>Materials and Techniques:</b> clay, wire, cardboard, paper, fibers, foam, plaster	<i>VA:Cr1.1.Ia</i> Use multiple approaches to begin creative endeavors.  <i>VA:Cr2.1.Ia</i> Engage in making a work of art or design without having a preconceived plan.

<p>How do artists create work using non-traditional materials?</p> <p><b>Ongoing</b></p>	<p><input type="checkbox"/> Analyze the difference between traditional and non-traditional sculpture and ceramics processes.</p> <p><input type="checkbox"/> Create using multiple non-traditional approaches, materials, and/or processes.</p>	<p><b>Materials and Techniques:</b> found materials (from the environment, recycled, everyday objects)</p>	<p>VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and various contexts.</p> <p>VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of collection of works.</p>
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## UNIT 6

<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 surface design techniques.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
Why do artists glaze? <b>Ongoing</b>	<input type="checkbox"/> Develop an understanding of glazes (low fire, high fire, underglaze). <input type="checkbox"/> Develop an understanding of glaze application (low fire, high fire, underglaze).	<b>Content Vocabulary:</b> glaze, low fire, high fire, underglaze, kiln, brush, pour	VA:Cr2.2.Ia Explain how traditional and non-traditional material may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
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 art using the sgraffito technique, during leather hard stage, by applying underglaze and carving a design.	<b>Content Vocabulary:</b> leather hard, sgraffito, underglaze, carving  <b>Techniques:</b> sgraffito, carving	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.  VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.
How do artists use additive methods in clay? <b>Ongoing</b>	<input type="checkbox"/> Develop an understanding of using the additive method of attaching using score and slip. <input type="checkbox"/> Create art using additive methods for both function and decoration.	<b>Content Vocabulary:</b> additive, slip, score, function, decoration  <b>Technique:</b> score, slip	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.  VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.

<p>How do artists use subtractive methods in clay?</p> <p><b>Ongoing</b></p>	<p><input type="checkbox"/> Develop an understanding of using the subtractive method for decoration.</p> <p><input type="checkbox"/> Create art using subtractive methods for both function and decoration.</p>	<p><b>Content Vocabulary:</b> carve, impress, function, decoration, texture</p> <p><b>Technique:</b> score, slip</p>	<p>VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.</p>
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## UNIT

<b>Unit Title</b>	Hand-Building		
<b>Unit Description</b>	Artists and designers use a variety of clay construction methods to create works of art.		
<b>Unit Assessment</b>	Create art using multiple clay construction methods.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do artists create using soft slab construction methods?  <b>10 Days</b>	<input type="checkbox"/> Develop an understanding of soft slab construction methods. <input type="checkbox"/> Create art using the soft slab construction methods.	<b>Content Vocabulary:</b> slab, score, slip  <b>Technique:</b> slab rolling, weld, building supports	VA:Cn11.Ia Document the process of developing ideas from early stages to full elaborated ideas.
How do artists create using coil construction methods?  <b>10 Days</b>	<input type="checkbox"/> Develop an understanding of coil construction methods. <input type="checkbox"/> Create art using coil construction methods.	<b>Content Vocabulary:</b> coil, score and slip, template  <b>Technique:</b> welding	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.
How do artists create using pinch construction methods?  <b>10 Days</b>	<input type="checkbox"/> Demonstrate an understanding of pinch construction methods. <input type="checkbox"/> Create art using pinch construction methods.	<b>Content Vocabulary:</b> pinch, slip and score, form  <b>Technique:</b> paddle	VA:Cn11.Ia Document the process of developing ideas from early stages to full elaborated ideas.

## UNIT

<b>Unit Title</b>	Sculpture		
<b>Unit Description</b>	Artists and designers apply the elements and principles of design to create sculpture with form and function.		
<b>Unit Assessment</b>	Create an artwork that applies an understanding of the elements and principles of design to create a sculpture.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How can you structurally and visually balance a sculpture?  <b>15 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>Content Vocabulary:</b> elements and principles of design  <b>Materials and Techniques:</b> cardboard, paper, clay, plaster, wire, weaving, baskets	VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and play revisions for works of art and design in progress.
How do artists create relief in a work of art?  <b>15 Days</b>	<input type="checkbox"/> Develop an understanding of high and low (bas) relief sculpture. <input type="checkbox"/> Create a work of art that has relief.	<b>Content Vocabulary:</b> elements and principles of design, relief, bas-relief  <b>Techniques:</b> carve, model	VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and play revisions for works of art and design in progress.

## UNIT

<b>Unit Title</b>	Wheel Throwing		
<b>Unit Description</b>	Artists and designers use pottery wheels to create works of art.		
<b>Unit Assessment</b>	Create cylinders 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"/> Develop an understanding of wheel parts, safety, tools, and use. <input type="checkbox"/> Develop an understanding of the wheel throwing steps: center, open, pull, and shape. <input type="checkbox"/> Experiment creating wheel thrown cylinders.	<b>Content Vocabulary:</b> wheel, cylinder, sponge, needle, wooden rib, wire  <b>Techniques:</b> center, open, pull, shape	VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.
How do artists care for and maintain their wheels?  <b>Ongoing</b>	<input type="checkbox"/> Develop an understanding of wheel clean up and maintenance. <input type="checkbox"/> Demonstrate an understanding of disposal of clay waste for recycling.	<b>Content Vocabulary:</b> wheel, sponge, wooden rib, splash pan, slip bucket	VA:CR2.2.1a Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

# 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)