

**3-D Design I:**

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

unleveled semester course 2 credits

<b>Unit: Weaving</b> <b>Essential Questions: What traditional materials are used in the creation of a weaving?</b> <b>What groups of people have created weavings in our country?</b> <b>What is the difference between a functional weaving and a non-functional weaving?</b> <b>Is it possible that weavings are found throughout the ages and around the world?</b> <b>Can you find examples of weaving as a utilitarian product?</b> <b>Is it possible to find applications of weaving in fashion design?</b>				
<b>Framework Standard 1: Methods, Materials and Techniques</b> Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
Students will 1.9 demonstrates the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Create a weaving that will demonstrate the student's ability to manipulate media, materials and tools that are unique to weaving using an assortment of materials.	Methods, materials & instructional materials Visuals weaving samples/student or teacher samples websites <a href="http://www.weaversguildofboston.org">www.weaversguildofboston.org</a> <a href="http://www.weavinginbeauty.com">www.weavinginbeauty.com</a> <a href="http://www.weavingartmuseum.org">www.weavingartmuseum.org</a> weaving techniques cultures, artists	Introduction of weaving materials, techniques and group/classroom demonstration/presentation of techniques, methods and materials	Classroom demonstration One to one Small group instruction Hands on assessment in terms of participation, effort, and mastery of weaving processes and techniques
1.10 Use electronic technology for reference and for creating original work	Use technology to find examples in various cultures of the types, purposes and functions of weaving	Website information: design, cultural institutes, art forms, contemporary artists  (see above)	List websites that may provide information on weaving <a href="http://www.weaversguildofboston.org">www.weaversguildofboston.org</a> <a href="http://www.weavinginbeauty.com">www.weavinginbeauty.com</a> <a href="http://www.weavingartmuseum.org">www.weavingartmuseum.org</a>	Computer slide show Illustrate web site research
1.11 Explore a single subject through a series of works, varying the medium or technique <i>For example, a student makes</i>	Explore a variety of weaving techniques in the production of smaller scale weavings to demonstrate mastery of techniques in	Art Historical perspectives visuals by a variety of cultures ancient to contemporary samples of weaving Weaving vs. tapestry Techniques, Style, Design	Introduction of techniques Resources Visual information Presentation	Communication of information and manipulative that demonstrate a variety of techniques, methods and

<i>a drawing, woodcut,</i>	creating a final weaving project	Form vs. function		materials used in weaving as an art form
1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools	Demonstrate the appropriate use and care of materials, equipment and the studio	Demonstration Application	Teacher will introduce and demonstrate proper maintenance of tools, materials and equipment in the studio environment	Observation and one to one instruction during studio production time Assess procedures during clean-up time
1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i>	Select appropriate tools and materials to create a weaving Create a weaving that may utilize appropriate yet untraditional materials in the creation of a weaving	Contemporary weavings that may stretch beyond the boundaries of traditional weaving in utilizing space (ICA weaving installation pieces)	Conceptualization of ideas beyond the scope and sequence of traditional techniques used in weaving Demonstrate and use appropriate techniques warf and weft in weaving tensions within the weaving piece	View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques
1.14 Demonstrate a mastery of tools and techniques in one medium	Demonstrate appropriate artistic development, mastery, manipulation and techniques in the use of tools and medium	Demonstration Supervision Individual student exploration Creativity	Demonstration Various techniques Exploring the medium	Observation Supervision Illustration Discussion One to one Group Continuous flow to assessment Work in progress Completed work
1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.	Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment Verbalize using appropriate terminology to describe processes, procedures and methods that they need to structure around working with certain materials	Posted information Signage Storage areas Rules in regard to handling, utilizing, and maintaining Review	Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed	School Wide Rubric: Speaking as a means of communication WAC CFA-common form of assessment rubric Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment

<b>Framework Standard 2: Elements and Principles of Design:</b> Students will demonstrate knowledge of the elements and principles of design	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
2.12 apply knowledge of color theory to a project	Utilize color theory in regard to materials chosen to create a particular type of weaving Utilize Patterns Demonstrate a connection to cultures earth tones Subjective to create a feeling or an emotion Indigenous to a group Connection with art history or a particular artist	Visuals Art History Art Perspectives Website Contemporary Weavings as an art form <a href="http://www.mradyktextiles.blogspot.com/2011/04">www.mradyktextiles.blogspot.com/2011/04</a> <a href="http://www.ellenjacksonart.com">www.ellenjacksonart.com</a>  Weavings that explore a 3-Dimensional space	Demonstrate connections in weaving to groups, cultures, periods in time or in current art galleries	WAC ask in what way could a culture identify themselves In what way may a weaving be used as a symbolic art form What traditions are used or passed along from one generation to another in regard to weaving In what ways may weavings be utilized
2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others	Create a weaving that explores color, line, texture and shape Identify in the process of creating a weaving what the elements are in fiber art	Descriptions and definitions about the elements used and where they are used Define how they are used and where they are used	Introduce that a weaving is a work of art that uses the elements of art in 3-Dimensional piece of art	Review one on one Individual critique Peer review Group Critiques WAC, CFAs, Rubric, Speak about the elements used Include in CSA writing
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods	Visuals Student samples Examples from various groups Ethnic groups Cultural groups	Demonstrate connections in weaving to groups, cultures, periods in time or in current art galleries	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress
<b>Framework Standard 3: Observation, Abstraction, Invention, Expression:</b> Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

media, materials, and techniques.				
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Demonstrates the ability to craft a weaving based on both the abstraction of ideas Handcrafts a weaving that is representative of a connection to their own identity	Artists work Relate to abstraction of idea, content or area that is concrete creation in a weaving <a href="http://www.mradyktextiles.blogspot.com/2011/04">www.mradyktextiles.blogspot.com/2011/04</a> <a href="http://www.ellenjacksonart.com">www.ellenjacksonart.com</a>	Involve conceptualization Functional vs. non-functional Form vs. function Decorative vs. Utilitarian	WAC/Communication Rubric-speak about abstractions involved in the creative process
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Create a weaving that is unique to the individual student	Materials used in the creation of a weaving	Introduce how each piece is unique to the individual person creating the weaving	Exhibit Display Discuss variations in style
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Demonstrate the ability to discern that a weaving may be symbolic	Explore sites to discover means by which groups or individual artists explore and represent abstraction, symbolism @ issues and ideas	Thinking log Summarizing Review and discuss means, ways and opportunities to convey information with in a piece or within a weaving	CSA Rubric WAC
<b>Framework Standard 4: Drafting, Revising, and Exhibiting</b> Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings projects, alone and in group settings <ul style="list-style-type: none"> <li>Conceptualize: plan, generate ideas, make preliminary sketches,</li> </ul>	Demonstrate practice in learning or exploring methods, materials and tools used in a weaving Practice techniques; skills in manipulating materials Begin to work with materials once have been gathered	Provisioning Tools equipment and materials Storage for materials Time	Provisioning of appropriate materials Reminders or keys to working in the studio environment Time management Attending to individual students Responding to group	WAC CFAs CSAs Speaking about concepts

<p>participate in discussions, imagine outcomes, and set goals;</p> <ul style="list-style-type: none"> <li>Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately;</li> </ul> <p>Complete: prepare work for presentation or exhibition</p>	<p>demonstrate skills acquired</p> <p>Demonstrate a conscious effort of skills learned in working with the materials to create a pattern or feel to their weaving</p> <p>Demonstrate an awareness of others</p> <p>Demonstrate and awareness of space, place, time</p> <p>Demonstrate an ability to explore or make revisions wherever and whenever required</p> <p>Demonstrate self-discipline and respect of other students work, space and creative efforts</p> <p>Demonstrate the ability to show or exhibit</p>		<p>activities</p> <p>Directions</p> <p>Participation</p> <p>Demonstration</p>	
<p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>	<p>Responds to criticism and positive reinforcement in crafting a weaving whether techniques used are traditional or non-traditional</p> <p>Discusses and self-assesses their own work</p>	<p>One on one</p> <p>Group</p> <p>Peer critique</p>	<p>Discussion about revision</p> <p>Review</p> <p>Sketches vs. final form</p> <p>Process</p> <p>Self-discipline</p>	<p>Reflection</p> <p>Introspection</p> <p>Writing-WAC</p> <p>Communication</p>
<p>4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time</p>	<p>Demonstrate the ability to maintain work</p> <p>Demonstrates continued growth in terms of artistic development that is age appropriate</p> <p>Demonstrates continued development in workmanship</p>	<p>Storage facility-bins or shelving units/cupboards</p> <p>Work goes home and is returned for exhibits and shows</p> <p>Craftsmanship/growth</p> <p>Digital Portfolio to demonstrate artistic development and growth</p>	<p>Maintenance of storage and display facilities</p> <p>Procuring work once it has gone home</p> <p>Display</p>	<p>Review</p> <p>Progress</p> <p>WAC</p> <p>Reflection</p> <p>Introduction to completion</p>
<p>4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices</p>	<p>Demonstrated in work that is selected and returned to exhibit in shows and fairs.</p> <p>Ability to discuss choices in exhibiting</p>	<p>Scheduled events school and outside of school events</p> <p>Art, Science and Technology Fair</p> <p>North River Arts Society</p> <p>Congressional Competition</p>	<p>Time</p> <p>Schedule</p> <p>Facility</p>	<p>WAC</p> <p>Communication Speaking rubric</p>

		Scholastic Art Awards(The Boston Globe)		
4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each	Demonstrates the ability to present at school fair Participation NRAS student invitational exhibit Display Cases around the school	Materials Resources Calendar exhibits	Time Schedule facility	WAC Collection of work Preliminary portfolio CFA/CSAs
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Communicate about their style in comparison to others either at their level of artistic development or to discriminate or compare between either historical or contemporary styles	Visuals Art Historical Perspectives Website information: <a href="http://www.arthistory.net">www.arthistory.net</a> <a href="http://www.metmuseum.org">www.metmuseum.org</a> <a href="http://www.writingcenterunc.edu/resources/arthistory">www.writingcenterunc.edu/resources/arthistory</a>	Technology in the studio Introduction to examples of each style to the class so examples may be discussed	Communication
4.16 Organize and present an exhibit of a body of their own work to others	Review their work with their peers Self-reflection Participate in art shows/competitions	End of quarter review End of semester review Self-assessment/critique	One to one critique One to one assessment Assessment with communication	WAC CFAs CSAs Communication Rubric
<b>Framework Standard 5: Critical Response</b> Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Write about contrasts or comparisons Speak about contrasts or comparisons using appropriate terminology	Samples Examples Art historical perspectives <a href="http://www.arthistory.net">www.arthistory.net</a> <a href="http://www.metmuseum.org">www.metmuseum.org</a> <a href="http://www.writingcenterunc.edu/resources/arthistory">www.writingcenterunc.edu/resources/arthistory</a>	Introduction to examples found in art history or contemporary artists works Research by students on various artistic styles in comparison to the development of their own personal style	WAC CFAs CSAs Communication Speaking Rubric

5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form	View works in files View works via technology Research artist Report out on an artist	Periodicals Texts Museum websites(see above or individual artists sites) Gallery websites-local artists/Boston based artists/art educators' art work and display/exhibits	Introduction to research and findings	Communication-Speaking rubric Writing WAC CFAs CSAs
5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work	Self-critique Peer-critique Formulate an understanding between professional artists and art historical perspectives	Time Examples Exposure to artists and resources that illustrate differences local artists/Boston based artists/art educators' art work and display/exhibits/national/international	Introduction to concepts in identifying and drawing comparisons	Communication rubric
5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Research Report Explain discuss	Technology Periodicals Art history texts	Introduction to art historical perspectives	WAC Writing/reporting Communication/speaking
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Interview artists, peers, or family members about an art form or discuss what is perceived Ability to conceptualize and speak to understanding or defining an understanding	Time Research Website based Local art work of local artists Art in their own back yard/city/etc.	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Art Historical perspectives and quotes on art
<b>Framework Standard 6: Connections: Purposes and Meanings in the Arts:</b> Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Read about weaving in a particular region or culture as a functional form or as a decorative form and what the artist's interpretation	Art history Perspectives-art periodicals Museum installations	Websites Museum/gallery visits Visiting artist/lecturer? \$\$\$	Speaking Reading writing

6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns For example, students listen for similarities and differences in work songs from various cultures	Discuss differences in aesthetics or production of weavings to discern functions and forms	Visuals Art History Periodicals Web research	Identify genres or periods Identify examples from a culture or society	Communication Rubric-speaking, listening, writing and reading
<b>Framework Standard 7: Connections Roles of Artists in the Communities Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present</b>	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	Read articles in contemporary periodicals, newspapers or via electronic media about the arts and artists to see how they are portrayed	Arts review in <i>The New York Times</i> <i>The Boston Globe</i> Periodicals that are arts related or content driven: examples: <i>Art in America</i> , <i>Watercolor</i> , <i>American Pastel</i> Gallery Reviews	Introduce reviews, commentaries and perspectives from writers about art and artists	WAC Communication Speaking Rubric
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Relate to an artist in their family or community Demonstrate an awareness of how these artists work and what they have achieved	Local Contact Communication Electronic media Local paper	Discussion on the role that an artist has in a community and in our society and relate how their achievements have been portrayed	Discussion
7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	Speak to how the art or artist of a certain time period may have been perceived	Art history Historical perspectives Art Quotes	Provide topic for discussion or to introduce thought or reflection	Discussion WAC CFAs/CSAs questions

<b>Framework Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change</b> Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, Cultures and genres.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period	Compare and contrast differences or similarities between cultures, genres or period in art history Identify characteristics between or amongst certain styles	Website information(see above) Art History Texts Art historical periodicals Visuals	Art History Contemporary awareness Cultural Histories indigenous to groups, cultures and various societies	WAC CSAs CFAs Communication Rubric-Speaking
8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work * Suggested period: American and world cultures to c. 1920	Research differences and report out on similarities and differences	Art History Contemporary Ancient	Identify eras and styles Identify cultures Identify traditions Identify genres	WAC Speaking communication rubric CFAs CSAs
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Portray how works from one aesthetic tradition carry a sense of tradition that is carried from one generation to the next, is rediscovered as part of a heritage or as an individual's desire to explore	Research traditional weavings Research cultural group	Examples to illustrate features of a certain style Historical Cultural Traditions	CFAs WAC CSAs Communication rubric-speaking
8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts	Demonstrate how innovation in traditional weaving may have been changed due to technology advancements during the	Art history Examples of innovation on weaving Innovation in the production of fiber Introduction of new mediums or techniques used in weaving	Discuss/Explore/Research: Introduction-summarization-conceptualization/educational theory and applications by students in	Discussion or speaking rubric WAC CFAs CSAs

	Industrial Revolution Demonstrate an understanding of how advancements may have altered customs or traditions in weaving as an art form		learning how to identify: Art History Perspectives in Art History Historical perspectives in the advancement in technologies used in weaving Technologies in the production of untraditional forms in weaving	
8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture	Identify common characteristics Identify differences or variations that discern development, creative innovations or explorations in weaving	Art History Website research innovation in weaving Common characteristics in weaving Variants in weaving	Introduction to art history Introduction to fabrication and production of weaving techniques	Communication rubric-speaking WAC CFAs CSAs
<b>Framework Standard 9: Connections: Inventions, Technologies, and the Arts</b> Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Compare materials, inventions and technologies in weaving between (for example) Native American Indians and contemporary weavers, compare functions vs. form of weaving, describe both the differences between types of weavings and how they differ or why they differ	Technology/internet/research Periodicals Museums Artifacts	Compare materials, inventions and technologies in weaving between Native American Indians and contemporary weavers, compare functions vs. form of weaving, describe both the differences between types of weavings and how they differ or why they differ	WAC Communications Rubric

<p>9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks For example, a student interested in textile design investigates the works of artists who use plants to make dyes and finds out why they choose to use these traditional techniques.</p>	<p>Demonstrate the ability to discern between historical and contemporary weavings or artifacts-museum, gallery or website information in textile design</p> <p>Demonstrate an understanding of how technologies have changed in manufacturing to create new fibers-Polar Tec for example vs. contemporary artists or ancient civilizations and how fibers were dyed, spun and used in</p>	<p>Museums Books Art history Website information Galleries Visiting artist</p>	<p>Introduce knowledge about types of production Advances in technology Production of fibers Fiber as an art form in itself Non-traditional vs. traditional Weaving as a function-fiber/material production Weaving as a non-functional art form in a 3-Dimensional space</p>	<p>Communication Reading Writing Researching</p>
<p>9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects</p>	<p>Identify with function vs. form using technology Make revisions using different effects with technology</p>	<p>Website Tutorials Artist speaks about their revision or creations using technologies-Christo art history</p>	<p>Communication Reading Writing Researching</p>	<p>WAC Communication Rubric-speaking &amp; writing Reporting out on ideas Group instruction</p>
<p><b>Framework Standard 10: Connections Interdisciplinary Connections</b> Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.</p>	<p><b>Content / Skills</b></p>	<p><b>Resources</b></p>	<p><b>Instructional Strategies</b></p>	<p><b>Assessments</b></p>
<p>10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines</p>	<p>Attend various cultural institutes in the area: North River Arts Society South Shore Arts Center The Duxbury Art Complex The South Shore Arts/Ellison Art Center in Duxbury</p>	<p>Various venues local, surrounding communities with art/cultural centers</p>	<p>Introduce various venues to students Enlist visiting artists Field trips Homework trips to visit local galleries, museums and art associations</p>	<p>Homework check Written assignment about trip to particular exhibit/gallery/museum</p>

	ICA MFA Local Galleries, art studios and workshop environments			
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**3-D Design I:**

unleveled semester course 2 credits

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

**Unit: Working with Clay: The Four Basic Hand Building Techniques**

**Essential Questions: What are four basic hand building techniques while working with clay?**

**What is a pinch pot?**

**How is a pinch pot constructed?**

**Why would a pinch pot be one of the first hand built pieces of pottery by prehistoric peoples?**

**What is a coil pot?**

**How is a coil made and why would people have created a coil pot?**

**What is a slab constructed piece?**

**How is a slab construction built?**

**What is a hollowed out piece?**

**How is a hollowed out piece constructed?**

**Why should a hollowed out piece have a hole or an opening in it?**

<b>Framework Standard 1: Methods, Materials and Techniques</b> Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
Students will 1.9 demonstrates the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Create or demonstrate the ability to manipulate media, materials and tools that are unique to hand building techniques: pinch pot that will evolve into a coil constructed pot slab construction pieces with pieces of clay that are rolled out to a slab a hollowed out constructed piece during the evolution of skills taught demonstrate knowledge of the unique characteristics of working with clay, media associated with ceramics, pottery	Methods, materials & instructional materials Visuals Student samples Websites <a href="http://www.ceramicartsdaily.org">www.ceramicartsdaily.org</a> <a href="http://www.circlematic.com">www.circlematic.com</a> <a href="http://www.jhpottery.com">www.jhpottery.com</a> Introduction to techniques Art History Cultures Contemporary	Introduction of materials, techniques and group/classroom demonstration/presentation of techniques, methods and materials, terminology, analogy and metaphors associated with techniques and materials	Classroom demonstration One to one Small group instruction Hands on assessment in terms of participation, effort, and mastery of processes and techniques. Craftsmanship and self- assessment  Self-Esteem Acknowledgement and praise

	and glazing or under-glazing.			Recognition Showcase, Exhibit
1.10 Use electronic technology for reference and for creating original work	Use technology to find examples in various cultures of the types, purposes and functions of pottery/ceramics. (see above website info)	Website information: design, cultural institutes, art forms, contemporary artists	List websites that may provide information on artists, techniques and artists websites	Computer slide show Illustrate web site research
1.11 Explore a single subject through a series of works, varying the medium or technique <i>For example, a student makes a drawing, woodcut,</i>	Explore a variety of hand building techniques in the production of pieces to demonstrate mastery of techniques in creating a final project Demonstrate creative endeavors through continued exploration of techniques and variations (see above website info)	Art Historical perspectives visuals by a variety of cultures ancient to contemporary samples Techniques, Style, Design Form vs. function	Introduction of techniques Resources Visual information Presentation	Communication of information and manipulative that demonstrate a variety of techniques, methods and materials used in hand building with clay as an art form
1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools	Demonstrate the appropriate use and care of materials, equipment and the studio	Teacher demonstration Guidelines Rules Volunteers Group Responsibilities and individual responsibilities	Teacher will introduce and demonstrate proper maintenance of tools, materials and equipment in the studio environment	Observation and one to one instruction during studio production time Assess procedures during clean-up time
1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i>	Select appropriate tools and materials to create each of the hand building techniques Create a hand built piece of pottery that may utilize appropriate yet untraditional materials in the creation of either a decorative or a functional piece of pottery	Contemporary ceramic pieces that may stretch beyond the boundaries of traditional ceramics pieces in utilizing space (ICA installation pieces, gallery or museum pieces that explore space and time)	Conceptualization of ideas beyond the scope and sequence of traditional techniques used in ceramics Demonstrate and use appropriate techniques and materials in an appropriate fashion to create a more traditional piece of pottery	View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques
1.14 Demonstrate a mastery of tools and techniques in one medium	Demonstrate appropriate artistic development, mastery ,manipulation and techniques in the use of tools and medium  Demonstrate the ability to maintain direction, craftsmanship and a foundation of aesthetics and appeal to an audience	Demonstration Supervision Individual student exploration Creativity	Demonstration Various techniques Exploring the medium	Observation One to one Group Continuous flow to assessment Work in progress Completed work

1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.	Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment Verbalize using appropriate terminology to describe processes, procedures and methods that they need to structure around working with certain materials	Posted information Signage Storage areas Rules in regard to handling, utilizing, and maintaining Review	Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed	School Wide Rubric: Speaking as a means of communication WAC CFA-common form of assessment rubric Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
<b>Framework Standard 2: Elements and Principles of Design:</b> Students will demonstrate knowledge of the elements and principles of design	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
2.12 Apply knowledge of color theory to a project	Glazing or under-glazing of ceramic work:  Utilize color theory in regard to materials chosen to create a particular type of pottery Utilize Patterns Demonstrate a connection to cultures earth tones Subjective to create a feeling or an emotion Indigenous to a group Connection with art history or a particular artist	Visuals Art History Art Perspectives Website Contemporary Pottery or Ceramics as an art form Ceramics and pottery that explore a 3-Dimensional space	Demonstrate connection hand built pottery to groups, cultures, periods in time or in current art galleries Time lines Cultural Patterns in History and Timeline	WAC ask in what way could a culture identify themselves In what way may a pot, bowl, cup or other piece of pottery be used as a symbolic art form What traditions are used or passed along from one generation to another in regard to ceramics or hand built pottery In what ways may hand built pieces be utilized
2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others	Create a piece of pottery that explores color, line, texture and shape Identify in the process of creating a piece of pottery what the elements of art are in ceramics	Descriptions and definitions about the elements used and where they are used Define how they are used and where they are used	Introduce that a hand built ceramic piece is a work of art that uses the elements of art in 3-D piece of art	Review one on one Individual critique Peer review Group Critiques WAC, CFAs, Rubric, Speak about the elements used Include in CSA writing

2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods	Visuals Student samples Examples from various groups Ethnic groups Cultural groups	Demonstrate connections in ceramics and hand built pottery to groups, cultures, periods in time or in current art galleries	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress
<b>Framework Standard 3: Observation, Abstraction, Invention, Expression:</b> Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Demonstrates the ability to craft a piece of ceramics based on both the abstraction of ideas Handcrafts a piece that is representative of a connection to their own identity	Artists work Relate to abstraction of idea, content or area that is concrete creation in a hand built piece	Involve conceptualization Functional vs. non-functional Form vs. function Decorative vs. Utilitarian	WAC/Communication Rubric-speak about abstractions involved in the creative process
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Create a piece that is unique to the individual student	Materials used in the creation of a piece of ceramics Interpretive pieces whimsical, meaningful and aesthetically pleasing to the individual student	Introduce how each piece is unique to the individual person	Exhibit Display Discuss variations in style
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Demonstrate the ability to discern that a ceramic piece may be symbolic in its defining an idea, a concept or at completion a self-actualized piece of art work that is representative of the individual student	Art History Examples Student Work	Introduction to concepts: Representation Abstraction Symbolism Perspectives/Interpretations	Communication Assessment WAC Discussion Critique One-to-one Group
<b>Framework Standard 4: Drafting, Revising, and Exhibiting</b> Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
4.9 Demonstrate the ability to	Demonstrate practice in learning or	Provisioning	Provisioning of appropriate	WAC

<p>conceptualize, organize, and complete long-term projects, alone and in group settings projects, alone and in group settings</p> <ul style="list-style-type: none"> <li>• Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals;</li> <li>• Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately;</li> </ul> <p>Complete: prepare work for presentation or exhibition</p>	<p>exploring methods, materials and tools used in a the basic hand building techniques Practice techniques; skills in manipulating materials Begin to work with materials once have been gathered demonstrate skills acquired Demonstrate a conscious effort of skills learned in working with the materials to create a piece Demonstrate an awareness of others Demonstrate and awareness of space, place, time Demonstrate an ability to explore or make revisions wherever and whenever required Demonstrate self-discipline and respect of other students work, space and creative efforts Demonstrate the ability to show or exhibit</p>	<p>Tools equipment and materials Storage for materials Time</p>	<p>materials Reminders or keys to working in the studio environment Time management Attending to individual students Responding to group activities Directions Participation Demonstration</p>	<p>CFAs CSAs Speaking about concepts</p>
<p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>	<p>Responds to criticism and positive reinforcement in crafting a ceramic piece whether techniques used are traditional or non-traditional Discusses and self-assesses their own work</p>	<p>One on one Group Peer critique</p>	<p>Discussion about revision Review Cartoon, marques, Sketches vs. final form Process Self-discipline</p>	<p>Reflection Introspection Writing-WAC Communication</p>
<p>4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time</p>	<p>Demonstrate the ability to maintain work Demonstrates continued growth in terms of artistic development that is age appropriate Demonstrates continued development in workmanship</p>	<p>Storage facility-bins or shelving units/cupboards Work goes home and is returned for exhibits and shows Craftsmanship/growth</p>	<p>Maintenance of storage and display facilities Procuring work once it has gone home Display</p>	<p>Review Progress WAC Reflection Introduction to completion</p>
<p>4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices</p>	<p>Demonstrated in work that is selected and returned to exhibit in shows and fairs. Ability to discuss choices in exhibiting</p>	<p>Scheduled events school and outside of school events</p>	<p>Time Schedule Facility</p>	<p>WAC Communication Speaking rubric</p>

4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each	Demonstrates the ability to present at school fair and NRAS student invitational exhibit	Materials Resources Calendar exhibits	Time Schedule facility	WAC Collection of work Preliminary portfolio CFA/CSAs
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Communicate about their style in comparison to others either at their level of artistic development or to discriminate or compare between either historical or contemporary styles	Visuals Art Historical Perspectives Website information	Technology in the studio Introduction to examples of each style to the class so examples may be discussed	Communication
4.16 Organize and present an exhibit of a body of their own work to others	Review their work with their peers Self-reflection Participate in art show	End of quarter review End of semester review Self-assessment/critique	One to one critique One to one assessment Assessment with communication	WAC CFAs CSAs Communication Rubric
<b>Framework Standard 5: Critical Response</b> Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Write about contrasts or comparisons Speak about contrasts or comparisons using appropriate terminology	Samples Examples Art historical perspectives	Introduction to examples found in art history or contemporary artists works	WAC CFAs CSAs Communication Speaking Rubric
5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form	View works in files View works via technology Research artist Report out on an artist	Periodicals Texts Museum websites Gallery websites	Introduction to research and findings	Communication-Speaking rubric Writing WAC CFAs CSAs
5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work	Self-critique Peer-critique Formulate an understanding between professional artists and art historical perspectives	Time Examples Exposure to artists and resources that illustrate differences	Introduction to concepts in identifying and drawing comparisons	Communication rubric

5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Research Report Explain discuss	Technology Periodicals Art history texts	Introduction to art historical perspectives	WAC Writing/reporting Communication/speaking
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Interview artists, peers, or family members about an art form or discuss what is perceived	Time research	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Art Historical perspectives and quotes on art
<b>Framework Standard 6: Connections: Purposes and Meanings in the Arts:</b> Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Read about ceramics or hand-built pottery in a particular region or culture as a functional form Discover archeological specimens via website, museum or gallery exhibit	Art history Perspectives-art periodicals Museum installations	Websites Museum/gallery visits Visiting artist/lecturer? \$\$\$	Speaking Reading writing
6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns For example, students listen for similarities and differences in work songs from various cultures	Discuss differences in aesthetics or production of pottery to discern functions and forms	Visuals Art History Periodicals Web research	Identify genres or periods Identify examples from a culture or society	Communication Rubric- speaking, listening, writing and reading

<p><b>Framework Standard 7: Connections</b>  <b>Roles of Artists in the Communities</b>  Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present</p>	<p><b>Content / Skills</b></p>	<p><b>Resources</b></p>	<p><b>Instructional Strategies</b></p>	<p><b>Assessments</b></p>
<p>7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media</p>	<p>Read articles in contemporary periodicals, newspapers or via electronic media about the arts and artists to see how they are portrayed</p>	<p>Arts review in The New York Times or The Boston Globe  Magazines  Periodicals</p>	<p>Introduce reviews, commentaries and perspectives from writers about art and artists</p>	<p>WAC  Communication Speaking Rubric</p>
<p>7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements</p>	<p>Relate to an artist in their family or community  Demonstrate an awareness of how these artists work and what they have achieved</p>	<p>Contact  Communication  Electronic media  Local paper</p>	<p>Discussion on the role that an artist has in a community and in our society and relate how their achievements have been portrayed</p>	<p>Discussion</p>
<p>7.8 analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods</p>	<p>Speak to how the art or artist of a certain time period may have been perceived</p>	<p>Art history  Historical perspectives  Art Quotes</p>	<p>Provide topic for discussion or to introduce thought or reflection</p>	<p>Discussion  WAC  CFAs/CSAs questions</p>
<p><b>Framework Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change</b>  Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures and genres.</p>	<p><b>Content / Skills</b></p>	<p><b>Resources</b></p>	<p><b>Instructional Strategies</b></p>	<p><b>Assessments</b></p>
<p>8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period</p>	<p>Compare and contrast differences or similarities between cultures, genres or period in art history  Identify characteristics between or amongst certain styles</p>	<p>Website information  Art History Texts  Art historical periodicals  Visuals</p>	<p>Art History  Contemporary awareness  Cultural Histories indigenous to groups, cultures and various societies</p>	<p>WAC  CSAs  CFAs  Communication Rubric-Speaking</p>

8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work * Suggested period: American and world cultures to c. 1920	Research differences and report out on similarities and differences	Art History Contemporary Ancient	Identify eras and styles Identify cultures Identify traditions Identify genres	WAC Speaking communication rubric CFAs CSAs
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Portray how works from one aesthetic tradition carry a sense of tradition	Research traditional weavings Research cultural group	Examples to illustrate features of a certain style Historical Cultural Traditions	CFAs WAC CSAs Communication rubric-speaking
8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts	Demonstrate how innovation in traditional ceramics may have been changed due to technology advancements during the Industrial Revolution Demonstrate an understanding of how advancements may have altered customs or traditions in ceramics as an art form	Art history Examples of innovation in the ceramics industry, design and production Innovation in the production of clays, glazes and techniques Introduction of new mediums or techniques used	Art History Perspectives in Art History Historical perspectives in the advancement in technologies used in ceramics Technologies in the production of untraditional forms in hand built pottery	Discussion or speaking rubric WAC CFAs CSAs
8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture	Identify common characteristics Identify differences or variations that discern development, creative innovations or explorations in ceramics	Art History Website research innovation in ceramics Common characteristics in hand built pottery Variations in weaving	Introduction to art history Introduction to fabrication and production of pottery techniques	Communication rubric-speaking WAC CFAs CSAs
<b>Framework Standard 9: Connections: Inventions, Technologies, and the Arts</b> Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Compare materials, inventions and technologies in pottery with historical periods, compare functions vs. form of the production or design of pottery, describe both the differences between types of and how they differ or why they differ	Technology/internet/research Periodicals Museums Artifacts	Compare materials, inventions and technologies between potters, compare functions vs. form, describe both the differences between types of pieces and how they differ or why they differ	WAC Communications Rubric

9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks For example, a student interested in textile design investigates the works of artists who use plants to make dyes and finds out why they choose to use these traditional techniques.	Demonstrate the ability to discern between historical and contemporary artifacts-museum gallery or website information in design and production Demonstrate an understanding of how technologies have changed in manufacturing to create new styles contemporary artists or ancient civilizations	Museums Books Art history Website information Galleries Visiting artist	Introduce knowledge about types of production Advances in technology Production of ceramics Pottery as an art form Non-traditional vs. traditional function-production Abstraction as a non-functional art form in a 3-Dimensional space	Communication Reading Writing Researching
9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects	Identify with function vs. form using technology Make revisions using different effects with technology	Website Tutorials Artist speaks about their revision or creations using technologies-Chicago art history	Communication Reading Writing Researching	WAC Communication Rubric-speaking & writing Reporting out on ideas Group instruction
<b>Framework Standard 10: Connections Interdisciplinary Connections</b> Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines	Attend various cultural institutes in the area: North River Arts Society South Shore Arts Center The Duxbury Art Complex The South Shore Arts/Ellison Art Center in Duxbury ICA MFA Local Galleries, art studios and workshop environments	Various venues local, surrounding communities with art/cultural centers	Introduce various venues to students Enlist visiting artists Field trips Homework trips to visit local galleries, museums and art associations	Homework check Written assignment about trip to particular exhibit/gallery/museum

**3-D Design I:**

unleveled semester course 2 credits

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

<b>Unit: Coil Pot Construction</b> <b>Essential Questions:</b> <b>What is a coil pot?</b> <b>How does an artist create a coil?</b> <b>What groups may have constructed coil pots in ancient civilizations?</b> <b>Why would coil pots have been fashioned in a certain way?</b> <b>Could a coil pot be decorative?</b> <b>Does a coil pot need to be functional?</b> <b>What could a person put in a coil pot?</b> <b>Are there contemporary artists who still make coil pots as an art form?</b>				
<b>Framework Standard 1: Methods, Materials and Techniques</b> Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
Students will 1.9 demonstrates the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Create or demonstrate the ability to manipulate media, materials and tools that are unique to a coil constructed pot Demonstrate knowledge of the unique characteristics of working with clay, media associated with ceramics, pottery and glazing a coil pot using transparent glazes .	Methods, materials & instructional materials Visuals Student samples Websites: <a href="http://www.brothers-handmade.com">www.brothers-handmade.com</a> <a href="http://www.ceramicartsdaily.org">www.ceramicartsdaily.org</a> introduction to techniques Art History Cultures Contemporary	Introduction of materials, techniques and group/classroom demonstration/presentation of techniques, methods and materials, terminology, analogy and metaphors associated with techniques and materials	Classroom demonstration One to one Small group instruction Hands on assessment in terms of participation, effort, and mastery of processes and techniques. Craftsmanship and self-assessment  Self-Esteem Acknowledgement and praise Recognition Showcase, Exhibit
1.10 Use electronic technology for reference and for creating original work	Use technology to find examples of coil pot constructions in various cultures, view the types, purposes and functions of coil pots in both pottery/ceramics.	Website information: design, cultural institutes, art forms, contemporary artists: <a href="http://www.dickblick.com">www.dickblick.com</a> <a href="http://www.aliJeffery.co.uk/pots">www.aliJeffery.co.uk/pots</a>	List websites that may provide information on artists, techniques and artists websites	Computer slide show Illustrate web site research

<p>1.11 Explore a single subject through a series of works, varying the medium or technique <i>For example, a student makes a drawing, woodcut,</i></p>	<p>Explore a variety of coil techniques in the production of pieces to demonstrate mastery of techniques in creating a final project Demonstrate creative endeavors through continued exploration of techniques and variations in the construction and use of coils within the design of the coil pot- Stepping out/in, curved coils/half coils</p>	<p>Art Historical perspectives visuals by a variety of cultures ancient to contemporary samples Techniques, Style, Design Form vs. function <a href="http://www.aliJeffery.co.uk/pots">www.aliJeffery.co.uk/pots</a></p>	<p>Introduction of techniques Resources Visual information Presentation</p>	<p>Communication of information and manipulative that demonstrate a variety of techniques, methods and materials used in hand-building with clay as an art form</p>
<p>1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools</p>	<p>Demonstrate the appropriate use and care of materials, equipment and the studio</p>	<p>Teacher demonstration Guidelines Rules Volunteers Group Responsibilities and individual responsibilities</p>	<p>Teacher will introduce and demonstrate proper maintenance of tools, materials and equipment in the studio environment</p>	<p>Observation and one to one instruction during studio production time Assess procedures during clean-up time</p>
<p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i></p>	<p>Select appropriate tools and materials to create each of the hand building techniques Create a hand built piece of pottery that may utilize appropriate yet untraditional materials in the creation of either a decorative or a functional piece of pottery</p>	<p>Contemporary ceramic pieces that may stretch beyond the boundaries of traditional ceramics pieces in utilizing space (ICA installation pieces, gallery or museum pieces that explore space and time)</p>	<p>Conceptualization of ideas beyond the scope and sequence of traditional techniques used in ceramics Demonstrate and use appropriate techniques and materials in an appropriate fashion to create a more traditional piece of pottery</p>	<p>View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques</p>
<p>1.14 Demonstrate a mastery of tools and techniques in one medium</p>	<p>Demonstrate appropriate artistic development ,mastery, manipulation and techniques in the use of tools and medium  Demonstrate the ability to maintain direction, craftsmanship and a foundation of aesthetics and appeal to an audience</p>	<p>Demonstration Supervision Individual student exploration Creativity</p>	<p>Demonstration Various techniques Exploring the medium</p>	<p>Observation Supervision Illustration Discussion One to one Group Continuous flow to assessment Work in progress Completed work</p>

<p>1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.</p>	<p>Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment Verbalize using appropriate terminology to describe processes, procedures and methods that they need to structure around working with certain materials</p>	<p>Posted information Signage Storage areas Rules in regard to handling, utilizing, and maintaining Review</p>	<p>Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed</p>	<p>School Wide Rubric: Speaking as a means of communication WAC CFA-common form of assessment rubric Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment</p>
<p><b>Framework Standard 2: Elements and Principles of Design</b> Students will demonstrate knowledge of the elements and principles of design</p>	<p><b>Content / Skills</b></p>	<p><b>Resources</b></p>	<p><b>Instructional Strategies</b></p>	<p><b>Assessments</b></p>
<p>2.12 apply knowledge of color theory to a project</p>	<p>Glazing or under glazing of ceramic work: Transparent colors/opaque colors/satin/matte-types of glazes and their characteristics Utilize color theory in regard to materials chosen to create a particular type of pottery Utilize Patterns Demonstrate a connection to cultures earth tones Subjective to create a feeling or an emotion Indigenous to a group Connection with art history or a particular artist</p>	<p>Visuals Art History Art Perspectives Website: <a href="https://sites.google.com/a/mudpuppypotter.com">sites.google.com/a/mudpuppypotter.com</a> Contemporary Pottery or Ceramics as an art form Ceramics and pottery that explore a 3-Dimensional space</p>	<p>Demonstrate connection hand built pottery to groups, cultures, periods in time or in current art galleries Time lines Cultural Patterns in History and Timeline</p>	<p>WAC ask in what way could a culture identify themselves In what way may a pot, bowl, cup or other piece of pottery be used as a symbolic art form What traditions are used or passed along from one generation to another in regard to ceramics or hand built pottery In what ways may hand built pieces be utilized</p>

2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others	Create a piece of pottery that explores color, line, texture and shape Identify in the process of creating a piece of pottery what the elements of art are in ceramics	Descriptions and definitions about the elements used and where they are used Define how they are used and where they are used	Introduce that a hand built ceramic piece is a work of art that uses the elements of art in 3-D piece of art	Review one on one Individual critique Peer review Group Critiques WAC, CFAs, Rubric, Speak about the elements used Include in CSA writing
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods	Visuals Student samples Examples from various groups Ethnic groups Cultural groups	Demonstrate connections in ceramics and hand built pottery to groups, cultures, periods in time or in current art galleries	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress
<b>Framework Standard 3: Observation, Abstraction, Invention, Expression:</b> Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Demonstrates the ability to craft a piece of ceramics based on both the abstraction of ideas Handcrafts a piece that is representative of a connection to their own identity	Artists work Relate to abstraction of idea, content or area that is concrete creation in a hand built piece	Involve conceptualization Functional vs. non-functional Form vs. function Decorative vs. Utilitarian	WAC/Communication Rubric-speak about abstractions involved in the creative process
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Create a piece that is unique to the individual student	Materials used in the creation of a piece of ceramics Interpretive pieces whimsical, meaningful and aesthetically pleasing to the individual student	Introduce how each piece is unique to the individual person	Exhibit Display Discuss variations in style
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Demonstrate the ability to discern that a ceramic piece may be symbolic in its defining an idea, a concept or at completion a self-actualized piece of art work that is representative of the individual student	Art History Examples Student Work	Introduction to concepts: Representation Abstraction Symbolism Perspectives/Interpretations	Communication Assessment WAC Discussion Critique One-to-one Group

<b>Framework Standard 4: Drafting, Revising, and Exhibiting</b> Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
<p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings projects, alone and in group settings</p> <ul style="list-style-type: none"> <li>• Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals;</li> <li>• Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately;</li> </ul> <p>Complete: prepare work for presentation or exhibition</p>	<p>Demonstrate practice in learning or exploring methods, materials and tools used in a the basic hand building techniques</p> <p>Practice techniques; skills in manipulating materials</p> <p>Begin to work with materials once have been gathered</p> <p>demonstrate skills acquired</p> <p>Demonstrate a conscious effort of skills learned in working with the materials to create a piece</p> <p>Demonstrate an awareness of others</p> <p>Demonstrate and awareness of space, place, time</p> <p>Demonstrate an ability to explore or make revisions wherever and whenever required</p> <p>Demonstrate self-discipline and respect of other students work, space and creative efforts</p> <p>Demonstrate the ability to show or exhibit</p>	<p>Provisioning</p> <p>Tools</p> <p>equipment and materials</p> <p>Storage for materials</p> <p>Time</p>	<p>Provisioning of appropriate materials</p> <p>Reminders or keys to working in the studio environment</p> <p>Time management</p> <p>Attending to individual students</p> <p>Responding to group activities</p> <p>Directions</p> <p>Participation</p> <p>Demonstration</p>	<p>WAC</p> <p>CFAs</p> <p>CSAs</p> <p>Speaking about concepts</p>
<p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>	<p>Responds to criticism and positive reinforcement in crafting a ceramic piece</p> <p>whether techniques used are traditional or non-traditional</p> <p>Discusses and self-assesses their own work</p>	<p>One on one</p> <p>Group</p> <p>Peer</p> <p>critique</p>	<p>Discussion about revision</p> <p>Review</p> <p>Cartoon, marques, Sketches vs. final form</p> <p>Process</p> <p>Self-discipline</p>	<p>Reflection</p> <p>Introspection</p> <p>Writing-WAC</p> <p>Communication</p>

4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Demonstrate the ability to maintain work Demonstrates continued growth in terms of artistic development that is age appropriate Demonstrates continued development in workmanship	Storage facility-bins or shelving units/cupboards Work goes home and is returned for exhibits and shows Craftsmanship/growth	Maintenance of storage and display facilities Procuring work once it has gone home Display	Review Progress WAC Reflection Introduction to completion
4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices	Demonstrated in work that is selected and returned to exhibit in shows and fairs. Ability to discuss choices in exhibiting	Scheduled events school and outside of school events	Time Schedule Facility	WAC Communication Speaking rubric
4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each	Demonstrates the ability to present at school fair and NRAS student invitational exhibit	Materials Resources Calendar exhibits	Time Schedule facility	WAC Collection of work Preliminary portfolio CFA/CSAs
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Communicate about their style in comparison to others either at their level of artistic development or to discriminate or compare between either historical or contemporary styles	Visuals Art Historical Perspectives Website information	Technology in the studio Introduction to examples of each style to the class so examples may be discussed	Communication
4.16 Organize and present an exhibit of a body of their own work to others	Review their work with their peers Self-reflection Participate in art show	End of quarter review End of semester review Self-assessment/critique	One to one critique One to one assessment Assessment with communication	WAC CFAs CSAs Communication Rubric
<b>Framework Standard 5: Critical Response</b> Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Write about contrasts or comparisons Speak about contrasts or comparisons using appropriate	Samples Examples Art historical perspectives Website info	Introduction to examples found in art history or contemporary artists works	WAC CFAs CSAs Communication Speaking

	terminology	<a href="http://www.mfa.org">www.mfa.org</a> <a href="http://www.decordova.org">www.decordova.org</a> <a href="http://www.metmuseum.org">www.metmuseum.org</a> <a href="http://www.heard.org">www.heard.org</a>		Rubric
5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form	View works in files View works via technology Research artist Report out on an artist	Periodicals: <a href="http://www.ceramicarts.daily.org">www.ceramicarts.daily.org</a> <a href="http://www.nxtbook.com/claytimes">www.nxtbook.com/claytimes</a> Texts Museum websites Gallery websites	Introduction to research and findings	Communication-Speaking rubric Writing WAC CFAs CSAs
5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work	Self-critique Peer-critique Formulate an understanding between professional artists and art historical perspectives	Time Examples Exposure to artists and resources that illustrate differences	Introduction to concepts in identifying and drawing comparisons	Communication rubric
5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Research Report Explain discuss	Technology Periodicals Art history texts	Introduction to art historical perspectives	WAC Writing/reporting Communication/speaking
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Interview artists, peers, or family members about an art form or discuss what is perceived	Time research	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Art Historical perspectives and quotes on art
<b>Framework Standard 6: Connections: Purposes and Meanings in the Arts:</b> Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Read about ceramics or hand-built pottery in a particular region or culture as a functional form Discover archeological	Art history Perspectives-art periodicals Museum installations	Websites Museum/gallery visits Visiting artist/lecturer? \$\$\$	Speaking Reading writing

	specimens via website, museum or gallery exhibit			
6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns For example, students listen for similarities and differences in work songs from various cultures	Discuss differences in aesthetics or production of pottery to discern functions and forms	Visuals Art History Periodicals Web research	Identify genres or periods Identify examples from a culture or society	Communication Rubric-speaking, listening, writing and reading
<b>Framework Standard 7: Connections Roles of Artists in the Communities, Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present</b>	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	Read articles in contemporary periodicals, newspapers or via electronic media about the arts and artists to see how they are portrayed	Arts review in The New York Times or The Boston Globe Magazines Periodicals	Introduce reviews, commentaries and perspectives from writers about art and artists	WAC Communication Speaking Rubric
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Relate to an artist in their family or community Demonstrate an awareness of how these artists work and what they have achieved	Contacts Communication Electronic media Local paper Local Public Art Works	Discussion on the role that an artist has in a community and in our society and relate how their achievements have been portrayed	Discussion
7.8analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	Speak to how the art or artist of a certain time period may have been perceived	Art history Historical perspectives Art Quotes	Provide topic for discussion or to introduce thought or reflection	Discussion WAC CFAs/CSAs questions
<b>Framework Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change</b> Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

features of art works from various historical periods, cultures and genres.				
8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period	Compare and contrast differences or similarities between cultures, genres or period in art history Identify characteristics between or amongst certain styles	Website information as relates to topics Art History Texts Art historical periodicals Visuals	Art History Contemporary awareness Cultural Histories indigenous to groups, cultures and various societies	WAC CSAs CFAs Communication Rubric-Speaking
8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work * Suggested period: American and world cultures to c. 1920	Research differences and report out on similarities and differences	Art History Contemporary Ancient	Identify eras and styles Identify cultures Identify traditions Identify genres	WAC Speaking communication rubric CFAs CSAs
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Portray how works from one aesthetic tradition carry a sense of tradition	Research traditional weavings Research cultural group	Examples to illustrate features of a certain style Historical Cultural Traditions	CFAs WAC CSAs Communication rubric-speaking
8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts	Demonstrate how innovation in traditional ceramics may have been changed due to technology advancements during the Industrial Revolution Demonstrate an understanding of how advancements may have altered customs or traditions in ceramics as an art form	Art history Examples of innovation in the ceramics industry, design and production Innovation in the production of clays, glazes and techniques Introduction of new mediums or techniques used	Art History Perspectives in Art History Historical perspectives in the advancement in technologies used in ceramics Technologies in the production of untraditional forms in hand built pottery	Discussion or speaking rubric WAC CFAs CSAs
8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture	Identify common characteristics Identify differences or variations that discern development, creative innovations or explorations in ceramics	Art History Website research innovation in ceramics Common characteristics in hand built pottery Variations in weaving	Introduction to art history Introduction to fabrication and production of pottery techniques	Communication rubric-speaking WAC CFAs CSAs

<b>Framework Standard 9: Connections: Inventions, Technologies, and the Arts</b> Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Compare materials, inventions and technologies in pottery with historical periods, compare functions vs. form of the production or design of pottery, describe both the differences between types of and how they differ or why they differ	Technology/internet/research Periodicals Museums Artifacts	Compare materials, inventions and technologies between potters, compare functions vs. form, describe both the differences between types of pieces and how they differ or why they differ	WAC Communications Rubric
9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks For example, a student interested in textile design investigates the works of artists who use plants to make dyes and finds out why they choose to use these traditional techniques.	Demonstrate the ability to discern between historical and contemporary artifacts-museum gallery or website information in design and production Demonstrate an understanding of how technologies have changed in manufacturing to create new styles contemporary artists or ancient civilizations	Museums Books Art history Website information Galleries Visiting artist	Introduce knowledge about types of production Advances in technology Production of ceramics Pottery as an art form Non-traditional vs. traditional function-production Abstraction as a non-functional art form in a 3-Dimensional space	Communication Reading Writing Researching
9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects	Identify with function vs. form using technology Make revisions using different effects with technology	Website Tutorials Artist speaks about their revision or creations using technologies-Chicago art history	Communication Reading Writing Researching	WAC Communication Rubric-speaking & writing Reporting out on ideas Group instruction
<b>Framework Standard 10: Connections Interdisciplinary</b> Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

languages, health, history and social science, mathematics, and science and technology/engineering.				
10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines	Attend various cultural institutes in the area: North River Arts Society South Shore Arts Center The Duxbury Art Complex The South Shore Arts/Ellison Art Center in Duxbury ICA MFA Local Galleries, art studios and workshop environments	Various venues local, surrounding communities with art/cultural centers	Introduce various venues to students Enlist visiting artists Field trips Homework trips to visit local galleries, museums and art associations	Homework check Written assignment about trip to particular exhibit/gallery/museum

**3-D Design I:**

unleveled semester course 2 credits

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

**Unit: Slab Construction Work-Tropical Fish**

**Essential Questions: What is a slab constructed piece?**

**How is it constructed? Can a slab constructed piece be functional? Can it be decorative?**

**What cultures portray animals in their ceramics work?**

<b>Framework Standard 1: Methods, Materials and Techniques</b>	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.				
Students will 1.9 demonstrates the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Create a slab constructed piece that will demonstrate the students' ability to manipulate media, materials and tools that are unique to a slab constructed piece of pottery.	Methods, materials & instructional materials Visuals: Student slideshow Slab constructed samples Websites:  techniques cultures/artists	Introduction of slab construction methods/techniques and Classroom demonstration group/classroom Checking for understanding	One to one Small group instruction Hands on assessment in terms of participation, effort, and mastery of processes and techniques Assessment of comprehension via production of work

1.10 Use electronic technology for reference and for creating original work	Use technology to find examples in various cultures of the types, purposes and functions of slab constructed pieces of pottery	Website information: <a href="http://www.getty.com">www.getty.com</a> <a href="http://www.mfa.com">www.mfa.com</a> <a href="http://www.ceramicsmonthly.com">www.ceramicsmonthly.com</a> <a href="http://www.ica.com">www.ica.com</a>  design, cultural institutes, art forms, contemporary artists	List websites that may provide information on slab constructed pottery  Computer slide show Illustrate web site research	Checking
1.11 Explore a single subject through a series of works, varying the medium or technique <i>For example, a student makes a drawing, woodcut,</i>	Explore a variety of slab constructions or techniques in the production of a final slab constructed piece with the tropical fish	Art Historical perspectives visuals cultures ancient to contemporary samples Techniques, Style, Design Form vs. function	Introduction of techniques Resources Visual information Presentation	Communication of information and manipulatives that demonstrate a variety of techniques, methods and materials used in slab constructed pottery as an art form
1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools	Demonstrate the appropriate use and care of materials, equipment and the studio	Demonstrate the appropriate use and care of materials, equipment and the studio	Teacher will introduce and demonstrate proper maintenance of tools, materials and equipment in the studio environment	Observation and one to one instruction during studio production time Assess procedures during clean-up time
1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i>	Select appropriate tools and materials to create a slab constructed piece of pottery Create a piece that may utilize a combination of traditional/untraditional materials in a slab constructed piece	Contemporary slab constructed pieces that may stretch beyond the boundaries of traditional ceramic pieces	Conceptualization of ideas beyond the scope and sequence of traditional techniques Demonstrate and use appropriate techniques in a slab piece	View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques
1.14 Demonstrate a mastery of tools and techniques in one medium	Demonstrate appropriate artistic development ,mastery, manipulation and techniques in the use of tools and medium  Demonstrate the ability to maintain mastery in the handling of supplies and techniques that are suitable for the artistic development of adolescents	Demonstration Supervision Individual student exploration Creativity	Demonstration Various techniques Exploring the medium	Observation Supervision Illustration Discussion One to one Group Continuous flow to assessment Work in progress Completed work
1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and	Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space	Posted information Signage Storage areas	Communicate about safety in the studio environment Demonstrate	School Wide Rubric: Speaking as a means of communication

tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.	Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment Verbalize using appropriate terminology to describe processes, procedures and methods that they need to structure around working with certain materials	Rules in regard to handling, utilizing, and maintaining Review	Illustrate Review Postings where and when needed	WAC CFA-common form of assessment rubric Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
<b>Framework Standard 2: Elements and Principles of Design</b> Students will demonstrate knowledge of the elements and principles of design	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
2.12 apply knowledge of color theory to a project	Utilize color theory in regard to materials chosen to create a particular type of pattern with underglazes or glazes with the tropical fish slab constructed piece. Utilize Patterns Demonstrate a connection to cultures earth tones Subjective to create a feeling or an emotion Indigenous to a group Connection with art history or a particular artist	Visuals Art History Art Perspectives Website Contemporary slab sculptures as an art form Slab sculpture as a means defining space/form/volume	Demonstrate connections in ceramics between groups, cultures, periods in time or by example of what may be found on line at various art galleries	WAC ask in what way could a culture identify themselves In what way may a slab constructed piece could have been used as a symbolic art form What traditions are used or passed along from one generation to another in regard ceramic sculptures
2.12 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others	Create a slab constructed sculpture that is open to the exploration of color, line, texture, shape and form	Descriptions and definitions about the elements used and where they are used Define how they are used and where they are used	Introduce that a elements of art and the principles of design in a 3-Dimensional piece of art	Review one on one Individual critique Peer review Group Critiques WAC, CFAs, Rubric, Speak about the elements used Include in CSA writing
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods	Visuals Student samples Examples from various groups Ethnic groups Cultural groups	Demonstrate connections in slab constructed sculptures between groups, cultures, or periods in time	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress

<b>Framework Standard 3: Observation, Abstraction, Invention, Expression:</b> Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Demonstrates the ability to create a slab constructed sculpture based on the abstraction of ideas to represent an idea Handcrafts a sculpture that is representative of a connection to their own identity	Artists work Relate to abstraction of idea, content or area that is concrete creation in sculpture	Involve conceptualization Functional vs. non-functional Form vs. function Decorative vs. Utilitarian	WAC/Communication Rubric-speak about abstractions involved in the creative process
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Create a piece that is unique to the individual student	Materials used in the creation of a ceramic slab constructed piece	Introduce how each piece is unique to the individual person creating the weaving	Exhibit Display Discuss variations in style
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Demonstrate the ability to discern that a sculpture may be symbolic	Works in art history to convey the realization by an artist that the work conveys a message, and an idea that may or may not be fully realized	Symbolism Ideology Creative Symbolism Representational/Non-representational	WAC Brief description writing to convey message Verbal expression of an idea
<b>Framework Standard 4: Drafting, Revising, and Exhibiting</b> Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings projects, alone and in group settings <ul style="list-style-type: none"> <li>Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals;</li> </ul>	Demonstrate practice in learning or exploring methods, materials and tools used in a working with clay Practice techniques; skills in manipulating materials Begin to work with materials once have been gathered demonstrate skills acquired Demonstrate a conscious effort of skills learned in working with the materials to create a pattern or expressive feeling to	Provisioning Tools equipment and materials Storage for materials Time	Provisioning of appropriate materials Reminders or keys to working in the studio environment Time management Attending to individual students Responding to group activities Directions Participation	WAC CFAs CSAs Speaking about concepts

<ul style="list-style-type: none"> <li>Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately;</li> </ul> <p>Complete: prepare work for presentation or exhibition</p>	<p>their ceramic piece(intrinsic/within)</p> <p>Demonstrate an awareness of others</p> <p>Demonstrate and awareness of space, place, time</p> <p>Demonstrate an ability to explore or make revisions wherever and whenever required</p> <p>Demonstrate self-discipline and respect of other students work, space and creative efforts</p> <p>Demonstrate the ability to show or exhibit</p>		Demonstration	
4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	<p>Responds to criticism and positive reinforcement in crafting a ceramic piece whether techniques used are traditional or non-traditional</p> <p>Discusses and self-assesses their own work</p>	<p>One on one</p> <p>Group</p> <p>Peer critique</p>	<p>Discussion about revision</p> <p>Review</p> <p>Sketches vs. final form</p> <p>Process</p> <p>Self-discipline</p>	<p>Reflection</p> <p>Introspection</p> <p>Writing-WAC</p> <p>Communication</p>
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	<p>Demonstrate the ability to maintain work</p> <p>Demonstrates continued growth in terms of artistic development that is age appropriate</p> <p>Demonstrates continued development in workmanship</p>	<p>Storage facility-bins or shelving units/cupboards</p> <p>Work goes home and is returned for exhibits and shows</p> <p>Craftsmanship/growth</p>	<p>Maintenance of storage and display facilities</p> <p>Procuring work once it has gone home</p> <p>Display</p>	<p>Review</p> <p>Progress</p> <p>WAC</p> <p>Reflection</p> <p>Introduction to completion</p>
4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices	<p>Demonstrated in work that is selected and returned to exhibit in shows and fairs. Ability to discuss choices in exhibiting</p>	<p>Scheduled events school and outside of school events</p>	<p>Time</p> <p>Schedule</p> <p>Facility</p>	<p>WAC</p> <p>Communication Speaking rubric</p>
4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each	<p>Demonstrates the ability to present at school fair and NRAS student invitational exhibit</p>	<p>Materials</p> <p>Resources</p> <p>Calendar</p> <p>exhibits</p>	<p>Time</p> <p>Schedule</p> <p>Facility</p>	<p>WAC</p> <p>Collection of work</p> <p>Preliminary portfolio</p> <p>CFA/CSAs</p>
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	<p>Communicate about their style in comparison to others either at their level of artistic development or to discriminate or compare between either historical or contemporary styles</p>	<p>Visuals</p> <p>Art Historical Perspectives</p> <p>Website information</p>	<p>Technology in the studio</p> <p>Introduction to examples of each style to the class so examples may be discussed</p>	<p>Communication</p>
4.16 Organize and present an exhibit of a body of their own work to others	<p>Review their work with their peers</p> <p>Self-reflection</p>	<p>End of quarter review</p> <p>End of semester review</p>	<p>One to one critique</p> <p>One to one assessment</p>	<p>WAC</p> <p>CFAs</p>

	Participate in art show	Self-assessment/critique	Assessment with communication	CSAs Communication Rubric
<b>Framework Standard 5: Critical Response</b> Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Write about contrasts or comparisons Speak about contrasts or comparisons using appropriate terminology	Samples Examples Art historical perspectives (see above sites and information in other units)	Introduction to examples found in art history or contemporary artists works	WAC CFAs CSAs Communication Speaking Rubric
5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form	View works in files View works via technology Research artist Report out on an artist	Periodicals Texts Museum websites Gallery websites	Introduction to research and findings	Communication-Speaking rubric Writing WAC CFAs CSAs
5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work	Self-critique Peer-critique Formulate an understanding between professional artists and art historical perspectives	Time Examples Exposure to artists and resources that illustrate differences	Introduction to concepts in identifying and drawing comparisons Check for understanding Cooperative learning-learning buddies/reciprocal teaching/learning logs	Communication rubric
5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Research Report Explain discuss	Technology Periodicals Art history texts	Introduction to art historical perspectives	WAC Writing/reporting Communication/speaking
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Interview artists, peers, or family members about an art form or discuss what is perceived	Time research	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Art Historical perspectives and quotes on art
<b>Framework Standard 6:</b>	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

<b>Connections: Purposes and Meanings in the Arts:</b> Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate				
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Read about slab constructed pottery in a particular region or culture as a functional form	Art history Perspectives-art periodicals Museum installations Website/texts	Websites Museum/gallery visits Visiting artist/lecturer? \$\$\$	Speaking Reading writing
6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns For example, students listen for similarities and differences in work songs from various cultures	Discuss differences in aesthetics or production of ceramics/slab constructed sculptures to discern functions and forms	Visuals Art History Periodicals Web research	Identify genres or periods Identify examples from a culture or society	Communication Rubric- speaking, listening, writing and reading
<b>Framework Standard 7: Connections Roles of Artists in the Communities</b> Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	Read articles in contemporary periodicals, newspapers or via electronic media about the arts and artists to see how they are portrayed	Arts review in The New York Times or The Boston Globe Magazines Periodicals	Introduce reviews, commentaries and perspectives from writers about art and artists	WAC Communication Speaking Rubric
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Relate to an artist in their family or community Demonstrate an awareness of how these artists work and what they have achieved	Contact Communication Electronic media Local paper	Discussion on the role that an artist has in a community and in our society and relate how their achievements have been portrayed	Discussion
7.8 analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	Speak to how the art or artist of a certain time period may have been perceived	Art history Historical perspectives Art Quotes	Provide topic for discussion or to introduce thought or reflection	Discussion WAC CFAs/CSAs questions
<b>Framework Standard 8: Connections, Concepts of style,</b>	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

<p><b>stylistic influence, and stylistic change</b> Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures and genres.</p>				
<p>8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period</p>	<p>Compare and contrast differences or similarities between cultures, genres or period in art history Identify characteristics between or amongst certain styles</p>	<p>Website information Art History Texts Art historical periodicals Visuals</p>	<p>Art History Contemporary awareness Cultural Histories indigenous to groups, cultures and various societies</p>	<p>WAC CSAs CFAs Communication Rubric-Speaking</p>
<p>8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work * Suggested period: American and world cultures to c. 1920</p>	<p>Research differences and report out on similarities and differences</p>	<p>Art History Contemporary Ancient</p>	<p>Identify eras and styles Identify cultures Identify traditions Identify genres</p>	<p>WAC Speaking communication rubric CFAs CSAs</p>
<p>8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts</p>	<p>Portray how works from one aesthetic tradition carry a sense of tradition</p>	<p>Research traditional/historical arts in association with slab constructions Research cultural group</p>	<p>Examples to illustrate features of a certain style Historical Cultural Traditions</p>	<p>CFAs WAC CSAs Communication rubric-speaking</p>
<p>8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts</p>	<p>Demonstrate how innovation in traditional ceramics may have been changed due to technology advancements Demonstrate an understanding of how advancements may have altered customs or traditions in ceramics as an art form</p>	<p>Art history Examples of innovation in ceramic production Innovation in the production of clays/glazes/means of firing/ Introduction of new mediums or techniques used</p>	<p>Art History Perspectives in Art History Historical perspectives in the advancement in technologies Technologies in the production of nontraditional forms of ceramics</p>	<p>Discussion or speaking rubric WAC CFAs CSAs</p>
<p>8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the</p>	<p>Identify common characteristics Identify differences or variations that discern development, creative innovations or explorations in ceramics of slab constructions</p>	<p>Art History Website research innovation in Common characteristics in ceramic productions and</p>	<p>Introduction to art history Introduction to fabrication and production of weaving techniques</p>	<p>Communication rubric-speaking WAC CFAs CSAs</p>

work of a particular period or culture		functions		
<b>Framework Standard 9: Connections: Inventions, Technologies, and the Arts</b> Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Compare materials, inventions and technologies in traditional pottery vs. developments in contemporary ceramics compare functions vs. form/ describe differences/how they differ/ why they differ	Technology/internet/research Periodicals Museums Artifacts	Compare materials, inventions and technologies in traditional pottery vs. developments in contemporary ceramics compare functions vs. form/ describe differences/how they differ/ why they differ	WAC Communications Rubric
9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks For example, a student interested in textile design investigates the works of artists who use plants to make dyes and finds out why they choose to use these traditional techniques.	Demonstrate the ability to discern between historical and contemporary ceramics artifacts-museum, gallery or website information in design  Demonstrate an understanding of how technologies have changed in manufacturing to create new processes for example vs. contemporary artists or ancient civilizations and how clays were discovered or produced	Museums Books Art history Website information Galleries Visiting artist	Introduce knowledge about types of production Advances in technology Production of clays Ceramics/Pottery/Art forms in 3-D Design Non-traditional vs. traditional function/non-functional art form in a 3-Dimensional space	Communication Reading Writing Researching
9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects	Identify with function vs. form using technology Make revisions using different effects with technology	Website Tutorials Artist speaks about their revision or creations using technologies	Communication Reading Writing Researching	WAC Communication Rubric-speaking & writing Reporting out on ideas Group instruction
<b>Framework Standard 10: Connections Interdisciplinary Connections</b> Students will use knowledge of the arts and cultural resources in the study of the	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.				
10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines	Attend various cultural institutes in the area: North River Arts Society South Shore Arts Center The Duxbury Art Complex The South Shore Arts/Ellison Art Center in Duxbury ICA MFA Local Galleries, artists' studios, and workshop environments	Various venues local, surrounding communities with art/cultural centers	Introduce various venues to students Enlist visiting artists Field trips Homework trips to visit local galleries, museums and art associations	Homework check Written assignment about trip to particular exhibit/gallery/museum
10.4 Continue the above and integrate knowledge from various disciplines and cultural resources	Students will demonstrate the ability to integrate information with peer review/teacher review when common planning time is permitted	Time to common plan between disciplines	Time and resources	Review Report Communicate Exhibit and display

### 3-D Design I:

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

unleveled semester course 2 credits

<b>Unit: Slab Constructed Ceramic Mug</b> <b>Essential Questions: What is a slab constructed piece?</b> <b>How is it constructed? Can a slab constructed piece be functional? Can it be decorative?</b> <b>In the production of making a mug how do you measure the circumference of the base?</b> <b>How can you alter the cylinder to make your mug more creative and yet maintain its function?</b>				
<b>Framework Standard 1: Methods, Materials and Techniques</b> Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
Students will 1.9 demonstrates the ability to create 2D and 3D works that show knowledge of unique characteristics	Create a slab constructed piece that will demonstrate the students' ability to manipulate media, materials and tools	Methods, materials & instructional materials Visuals	Introduction of slab construction methods/techniques and	One to one Small group instruction Hands on assessment in

of particular media, materials, and tools.	that are unique to a slab constructed piece of pottery. How do you measure the circumference of the base in creating the wall to the cylinder of the mug?	Slab constructed samples Websites: <a href="http://www.ceramicsdaily.org">www.ceramicsdaily.org</a> techniques cultures/artists	Classroom demonstration group/classroom Checking for understanding	terms of participation, effort, and mastery of processes and techniques Assessment of comprehension via production of work
1.10 Use electronic technology for reference and for creating original work	Use technology to find examples in various cultures of the types, purposes and functions of slab constructed pieces of pottery/mugs	Website information: <a href="http://www.getty.com">www.getty.com</a> <a href="http://www.mfa.com">www.mfa.com</a> <a href="http://www.ceramicsmonthly.com">www.ceramicsmonthly.com</a> <a href="http://www.ica.com">www.ica.com</a>  design, cultural institutes, art forms, contemporary artists	List websites that may provide information on slab constructed potter/mugs  Computer slide show Illustrate web site research	Checking
1.11 Explore a single subject through a series of works, varying the medium or technique <i>For example, a student makes a drawing, woodcut,</i>	Explore a variety of slab constructions or techniques in the production of a final slab constructed mug	Art Historical perspectives visuals cultures ancient to contemporary samples Techniques, Style, Design Form vs. function	Introduction of techniques Resources Visual information Presentation	Communication of information and manipulatives that demonstrate a variety of techniques, methods and materials used in slab constructed pottery as an art form
1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools	Demonstrate the appropriate use and care of materials, equipment and the studio		Teacher will introduce and demonstrate proper maintenance of tools, materials and equipment in the studio environment Reciprocal teaching	Observation and one to one instruction during studio production time Assess procedures during clean-up time
1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i>	Select appropriate tools and materials to create a slab constructed piece of pottery Create a piece that may utilize a combination of traditional/untraditional materials in a slab constructed mug	Contemporary slab constructed pieces that may stretch beyond the boundaries of traditional ceramic pieces	Conceptualization of ideas beyond the scope and sequence of traditional techniques Demonstrate and use appropriate techniques in a slab piece	View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques
1.14 Demonstrate a mastery of tools and techniques in one medium	Demonstrate appropriate artistic development ,mastery, manipulation and techniques in the use of tools and medium	Demonstration Supervision Individual student exploration Creativity	Demonstration Various techniques Exploring the medium	Observation Supervision Illustration Discussion One to one

	Demonstrate the ability to maintain mastery in the handling of supplies and techniques that are suitable for the artistic development of adolescents			Group Continuous flow to assessment Work in progress Completed work
1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.	Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment Verbalize using appropriate terminology to describe processes, procedures and methods that they need to structure around working with certain materials	Posted information Signage Storage areas Rules in regard to handling, utilizing, and maintaining Review	Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed	School Wide Rubric: Speaking as a means of communication WAC CFA-common form of assessment rubric Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
<b>Framework Standard 2: Elements and Principles of Design</b> Students will demonstrate knowledge of the elements and principles of design	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
2.12 apply knowledge of color theory to a project	Utilize color theory in regard to materials chosen to create a particular type of pattern with underglazes or glazes Utilize Patterns Demonstrate a connection to cultures earth tones Subjective to create a feeling or an emotion Indigenous to a group Connection with art history or a particular artist/theme or idea	Visuals Art History Art Perspectives Website Contemporary slab sculptures as an art form Slab sculpture as a means defining space/form/volume	Demonstrate connections in ceramics between groups, cultures, periods in time or by example of what may be found on line at various art galleries	WAC ask in what way could a culture identify themselves In what way may a slab constructed piece could have been used as a symbolic art form What traditions are used or passed along from one generation to another in regard ceramic sculptures
2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others	Create a slab constructed sculpture that is open to the exploration of color, line, texture, shape and form	Descriptions and definitions about the elements used and where they are used Define how they are used and where they are used	Introduce that a elements of art and the principles of design in a 3-Dimensional piece of art	Review one on one Individual critique Peer review Group Critiques WAC, CFAs, Rubric, Speak about the elements used

				Include in CSA writing
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods	Visuals Student samples Examples from various groups Ethnic groups Cultural groups	Demonstrate connections in slab constructed sculptures between groups, cultures, or periods in time	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress
<b>Framework Standard 3: Observation, Abstraction, Invention, Expression:</b> Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Demonstrates the ability to create a slab constructed mug based on the abstraction of ideas to represent an idea Handcrafts a sculpture that is representative of a connection to their own identity	Artists work Relate to abstraction of idea, content or area that is concrete creation in sculpture	Involve conceptualization Functional vs. non-functional Form vs. function Decorative vs. Utilitarian	WAC/Communication Rubric-speak about abstractions involved in the creative process
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Create a piece that is unique to the individual student	Materials used in the creation of a ceramic slab constructed piece	Introduce how each piece is unique to the individual person creating the weaving	Exhibit Display Discuss variations in style
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Demonstrate the ability to discern that their mug may serve as a sculpture and that it may be symbolic	Works in art history to convey the realization by an artist that the work conveys a message, and an idea that may or may not be fully realized	Symbolism Ideology Creative Symbolism Representational/Non-representational	WAC Brief description writing to convey message Verbal expression of an idea
<b>Framework Standard 4: Drafting, Revising, and Exhibiting</b> Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

<p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings projects, alone and in group settings</p> <ul style="list-style-type: none"> <li>• Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals;</li> <li>• Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately;</li> </ul> <p>Complete: prepare work for presentation or exhibition</p>	<p>Demonstrate practice in learning or exploring methods, materials and tools used in a working with clay Practice techniques; skills in manipulating materials Begin to work with materials once have been gathered demonstrate skills acquired Demonstrate a conscious effort of skills learned in working with the materials to create a pattern or expressive feeling to their ceramic piece(intrinsic/within) Demonstrate an awareness of others Demonstrate and awareness of space, place, time Demonstrate an ability to explore or make revisions wherever and whenever required Demonstrate self-discipline and respect of other students work, space and creative efforts Demonstrate the ability to show or exhibit</p>	<p>Provisioning Tools equipment and materials Storage for materials Time</p>	<p>Provisioning of appropriate materials Reminders or keys to working in the studio environment Time management Attending to individual students Responding to group activities Directions Participation Demonstration</p>	<p>WAC CFAs CSAs Speaking about concepts</p>
<p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>	<p>Responds to criticism and positive reinforcement in crafting a ceramic piece whether techniques used are traditional or non-traditional Discusses and self-assesses their own work</p>	<p>One on one Group Peer critique</p>	<p>Discussion about revision Review Sketches vs. final form Process Self-discipline</p>	<p>Reflection Introspection Writing-WAC Communication</p>
<p>4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time</p>	<p>Demonstrate the ability to maintain work Demonstrates continued growth in terms of artistic development that is age appropriate Demonstrates continued development in workmanship</p>	<p>Storage facility-bins or shelving units/cupboards Work goes home and is returned for exhibits and shows Craftsmanship/growth</p>	<p>Maintenance of storage and display facilities Procuring work once it has gone home Display</p>	<p>Review Progress WAC Reflection Introduction to completion</p>
<p>4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices</p>	<p>Demonstrated in work that is selected and returned to exhibit in shows and fairs. Ability to discuss choices in exhibiting</p>	<p>Scheduled events school and outside of school events</p>	<p>Time Schedule Facility</p>	<p>WAC Communication Speaking rubric</p>

4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each	Demonstrates the ability to present at school fair and NRAS student invitational exhibit	Materials Resources Calendar exhibits	Time Schedule Facility	WAC Collection of work Preliminary portfolio CFA/CSAs
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Communicate about their style in comparison to others either at their level of artistic development or to discriminate or compare between either historical or contemporary styles	Visuals Art Historical Perspectives Website information	Technology in the studio Introduction to examples of each style to the class so examples may be discussed	Communication
4.16 Organize and present an exhibit of a body of their own work to others	Review their work with their peers Self-reflection Participate in art show	End of quarter review End of semester review Self-assessment/critique	One to one critique One to one assessment Assessment with communication	WAC CFAs CSAs Communication Rubric
<b>Framework Standard 5: Critical Response</b> Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Write about contrasts or comparisons Speak about contrasts or comparisons using appropriate terminology	Samples Examples Art historical perspectives	Introduction to examples found in art history or contemporary artists works	WAC CFAs CSAs Communication Speaking Rubric
5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form	View works in files View works via technology Research artist Report out on an artist	Periodicals Texts Museum websites Gallery websites	Introduction to research and findings	Communication-Speaking rubric Writing WAC CFAs CSAs
5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work	Self-critique Peer-critique Formulate an understanding between professional artists and art historical perspectives	Time Examples Exposure to artists and resources that illustrate differences	Introduction to concepts in identifying and drawing comparisons	Communication rubric

5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Research Report Explain discuss	Technology Periodicals Art history texts	Introduction to art historical perspectives	WAC Writing/reporting Communication/speaking
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Interview artists, peers, or family members about an art form or discuss what is perceived	Time research	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Art Historical perspectives and quotes on art
<b>Framework Standard 6: Connections: Purposes and Meanings in the Arts:</b> Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Read about slab constructed pottery in a particular region or culture as a functional form	Art history Perspectives-art periodicals Museum installations Website/texts	Websites Museum/gallery visits Visiting artist/lecturer? \$\$\$	Speaking Reading writing
6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns For example, students listen for similarities and differences in work songs from various cultures	Discuss differences in aesthetics or production of ceramics/slab constructed sculptures to discern functions and forms	Visuals Art History Periodicals Web research	Identify genres or periods Identify examples from a culture or society	Communication Rubric- speaking, listening, writing and reading

<b>Framework Standard 7: Connections Roles of Artists in the Communities</b> Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	Read articles in contemporary periodicals, newspapers or via electronic media about the arts and artists to see how they are portrayed	Arts review in The New York Times or The Boston Globe Magazines Periodicals	Introduce reviews, commentaries and perspectives from writers about art and artists	WAC Communication Speaking Rubric
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Relate to an artist in their family or community Demonstrate an awareness of how these artists work and what they have achieved	Contact Communication Electronic media Local paper	Discussion on the role that an artist has in a community and in our society and relate how their achievements have been portrayed	Discussion
7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	Speak to how the art or artist of a certain time period may have been perceived	Art history Historical perspectives Art Quotes	Provide topic for discussion or to introduce thought or reflection	Discussion WAC CFAs/CSAs questions
<b>Framework Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change</b> Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures and genres.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period	Compare and contrast differences or similarities between cultures, genres or period in art history Identify characteristics between or amongst certain styles	Website information Art History Texts Art historical periodicals Visuals	Art History Contemporary awareness Cultural Histories indigenous to groups, cultures and various societies	WAC CSAs CFAs Communication Rubric-Speaking

8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work * Suggested period: American and world cultures to c. 1920	Research differences and report out on similarities and differences	Art History Contemporary Ancient	Identify eras and styles Identify cultures Identify traditions Identify genres	WAC Speaking communication rubric CFAs CSAs
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Portray how works from one aesthetic tradition carry a sense of tradition	Research traditional/historical arts in association with slab constructions Research cultural group	Examples to illustrate features of a certain style Historical Cultural Traditions	CFAs WAC CSAs Communication rubric-speaking
8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts	Demonstrate how innovation in traditional ceramics may have been changed due to technology advancements Demonstrate an understanding of how advancements may have altered customs or traditions in ceramics as an art form	Art history Examples of innovation in ceramic production Innovation in the production of clays/glazes/means of firing/ Introduction of new mediums or techniques used	Art History Perspectives in Art History Historical perspectives in the advancement in technologies Technologies in the production of nontraditional forms of ceramics	Discussion or speaking rubric WAC CFAs CSAs
8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture	Identify common characteristics Identify differences or variations that discern development, creative innovations or explorations in ceramics of slab constructions	Art History Website research innovation in Common characteristics in ceramic productions and functions	Introduction to art history Introduction to fabrication and production of mug/vessel techniques	Communication rubric-speaking WAC CFAs CSAs
<b>Framework Standard 9: Connections: Inventions, Technologies, and the Arts</b> Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Compare materials, inventions and technologies in traditional pottery vs. developments in contemporary ceramics compare functions vs. form/ describe differences/how they differ/ why they differ	Technology/internet/research Periodicals Museums Artifacts	Compare materials, inventions and technologies in traditional pottery vs. developments in contemporary ceramics compare functions vs. form/ describe differences/how they differ/ why they differ	WAC Communications Rubric

<p>9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks For example, a student interested in textile design investigates the works of artists who use plants to make dyes and finds out why they choose to use these traditional techniques.</p>	<p>Demonstrate the ability to discern between historical and contemporary ceramics artifacts-museum, gallery or website information in design</p> <p>Demonstrate an understanding of how technologies have changed in manufacturing to create new processes for example vs. contemporary artists or ancient civilizations and how clays were discovered or produced</p>	<p>Museums Books Art history Website information Galleries Visiting artist</p>	<p>Introduce knowledge about types of production Advances in technology Production of clays Ceramics/Pottery/Art forms in 3-D Design Non-traditional vs. traditional function/non-functional art form in a 3-Dimensional space</p>	<p>Communication Reading Writing Researching</p>
<p>9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects</p>	<p>Identify with function vs. form using technology Make revisions using different effects with technology</p>	<p>Website Tutorials Artist speaks about their revision or creations using technologies</p>	<p>Communication Reading Writing Researching</p>	<p>WAC Communication Rubric-speaking &amp; writing Reporting out on ideas Group instruction</p>
<p><b>Framework Standard 10: Connections Interdisciplinary Connections</b> Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.</p>	<p><b>Content / Skills</b></p>	<p><b>Resources</b></p>	<p><b>Instructional Strategies</b></p>	<p><b>Assessments</b></p>
<p>10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines</p>	<p>Attend various cultural institutes in the area: North River Arts Society South Shore Arts Center The Duxbury Art Complex The South Shore Arts/Ellison Art Center in Duxbury ICA MFA Local Galleries, artists' studios, and workshop environments</p>	<p>Various venues local, surrounding communities with art/cultural centers</p>	<p>Introduce various venues to students Enlist visiting artists Field trips Homework trips to visit local galleries, museums and art associations</p>	<p>Homework check Written assignment about trip to particular exhibit/gallery/museum</p>

**3-D Design I:**

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

unleveled semester course 2 credits

**Unit: Slab Construction Work-Natural Impressions Piece**

**Essential Questions: What is a slab constructed piece?**

**How is it constructed? Can a slab constructed piece be functional? Can it be decorative?**

**How do you create natural impressions in a slab of clay? What is a fossil? What kind of impression does a fossil create in rock?**

<b>Framework Standard 1: Methods, Materials and Techniques</b> Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
Students will 1.9 demonstrates the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Create a slab constructed piece that will demonstrate the students' ability to manipulate media, materials and tools that are unique to a slab constructed natural impressions piece of pottery.	Methods, materials & instructional materials Visuals Slab constructed samples that demonstrate impressions from natural objects websites techniques cultures/artists	Introduction of slab construction methods/techniques and Classroom demonstration group/classroom Checking for understanding	One to one Small group instruction Hands on assessment in terms of participation, effort, and mastery of processes and techniques Assessment of comprehension via production of work
1.10 Use electronic technology for reference and for creating original work	Use technology to find examples in various cultures of the types, purposes and functions of slab constructed pieces of pottery that have natural impressions imprinted into the surface of a slab of clay	Website information: <a href="http://www.getty.com">www.getty.com</a> <a href="http://www.mfa.com">www.mfa.com</a> <a href="http://www.ceramicsmonthly.com">www.ceramicsmonthly.com</a> <a href="http://www.ica.com">www.ica.com</a> design, cultural institutes, art forms, contemporary artists	List websites that may provide information on slab constructed pottery  Computer slide show Illustrate web site research	Checking
1.11 Explore a single subject through a series of works, varying the medium or technique <i>For example, a student makes a drawing, woodcut,</i>	Explore a variety of slab constructions or techniques in the production of a final slab constructed piece with natural impressions	Art Historical perspectives visuals cultures ancient to contemporary samples Techniques, Style, Design Form vs. function	Introduction of techniques Resources Visual information Presentation	Communication of information and manipulatives that demonstrate a variety of techniques, methods and materials used in slab constructed pottery with impressions as an art form

1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools	Demonstrate the appropriate use and care of materials, equipment and the studio		Teacher will introduce and demonstrate proper maintenance of tools, materials and equipment in the studio environment	Observation and one to one instruction during studio production time Assess procedures during clean-up time
1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i>	Select appropriate tools and materials to create a slab constructed piece of pottery Create a piece that may utilize a combination of traditional/untraditional materials in a slab constructed piece that uses natural impressions as part of the design	Contemporary slab constructed pieces that may stretch beyond the boundaries of traditional ceramic pieces	Conceptualization of ideas beyond the scope and sequence of traditional techniques Demonstrate and use appropriate techniques in a slab piece	View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques
1.14 Demonstrate a mastery of tools and techniques in one medium	Demonstrate appropriate artistic development ,mastery, manipulation and techniques in the use of tools and medium  Demonstrate the ability to maintain mastery in the handling of supplies and techniques that are suitable for the artistic development of adolescents	Demonstration Supervision Individual student exploration Creativity	Demonstration Various techniques Exploring the medium	Observation Supervision Illustration Discussion One to one Group Continuous flow to assessment Work in progress Completed work
1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.	Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment Verbalize using appropriate terminology to describe processes, procedures and methods that they need to structure around working with certain materials	Posted information Signage Storage areas Rules in regard to handling, utilizing, and maintaining Review	Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed	School Wide Rubric: Speaking as a means of communication WAC CFA-common form of assessment rubric Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
<b>Framework Standard 2: Elements and Principles of Design</b> Students will demonstrate knowledge of the elements and principles of design	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

2.12 apply knowledge of color theory to a project	Utilize color theory in regard to materials chosen to create a particular type of pattern with underglazes or glazes with the natural impressions slab constructed piece. Utilize Patterns found in nature Demonstrate a connection to cultures earth tones Subjective to create a feeling or an emotion Indigenous to a group Connection with art history or a particular artist	Visuals Art History Art Perspectives Website:  Contemporary slab sculptures where natural impressions are used as part of an art form Slab sculpture as a means defining space/form/volume	Demonstrate connections in ceramics between groups, cultures, periods in time or by example of what may be found on line at various art galleries	WAC ask in what way could a culture identify themselves In what way may a slab constructed piece could have been used as a symbolic art form What traditions are used or passed along from one generation to another in regard ceramic sculptures
2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others	Create a slab constructed sculpture that is open to the exploration of color, line, texture, shape and form	Descriptions and definitions about the elements used and where they are used Define how they are used and where they are used	Introduce that a elements of art and the principles of design in a 3-Dimensional piece of art	Review one on one Individual critique Peer review Group Critiques WAC, CFAs, Rubric, Speak about the elements used Include in CSA writing
2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods	Visuals Student samples Examples from various groups Ethnic groups Cultural groups	Demonstrate connections in slab constructed sculptures between groups, cultures, or periods in time	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress
<b>Framework Standard 3: Observation, Abstraction, Invention, Expression:</b> Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Demonstrates the ability to create a slab constructed natural impressions piece/sculpture based on the abstraction of ideas to represent an idea Handcrafts a sculpture that is representative of a connection to their own identity	Artists work Relate to abstraction of idea, content or area that is concrete creation in sculpture	Involve conceptualization Functional vs. non-functional Form vs. function Decorative vs. Utilitarian	WAC/Communication Rubric-speak about abstractions involved in the creative process

3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Create a piece that is unique to the individual student	Materials used in the creation of a ceramic slab constructed piece	Introduce how each piece is unique to the individual person creating the natural impressions piece	Exhibit Display Discuss variations in style
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Demonstrate the ability to discern that a sculpture may be symbolic	Works in art history to convey the realization by an artist that the work conveys a message, and an idea that may or may not be fully realized	Symbolism Ideology Creative Symbolism Representational/Non-representational	WAC Brief description writing to convey message Verbal expression of an idea
<b>Framework Standard 4: Drafting, Revising, and Exhibiting</b> Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings projects, alone and in group settings <ul style="list-style-type: none"> <li>• Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals;</li> <li>• Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately;</li> </ul> Complete: prepare work for presentation or exhibition	Demonstrate practice in learning or exploring methods, materials and tools used in a working with clay Practice techniques; skills in manipulating materials Begin to work with materials once have been gathered demonstrate skills acquired Demonstrate a conscious effort of skills learned in working with the materials to create a pattern or expressive feeling to their ceramic piece(intrinsic/within) Demonstrate an awareness of others Demonstrate and awareness of space, place, time Demonstrate an ability to explore or make revisions wherever and whenever required Demonstrate self-discipline and respect of other students work, space and creative efforts Demonstrate the ability to show or exhibit	Provisioning Tools equipment and materials Storage for materials Time	Provisioning of appropriate materials Reminders or keys to working in the studio environment Time management Attending to individual students Responding to group activities Directions Participation Demonstration	WAC CFAs CSAs Speaking about concepts

4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Responds to criticism and positive reinforcement in crafting a ceramic piece whether techniques used are traditional or non-traditional Discusses and self-assesses their own work	One on one Group Peer critique	Discussion about revision Review Sketches vs. final form Process Self-discipline	Reflection Introspection Writing-WAC Communication
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Demonstrate the ability to maintain work Demonstrates continued growth in terms of artistic development that is age appropriate Demonstrates continued development in workmanship	Storage facility-bins or shelving units/cupboards Work goes home and is returned for exhibits and shows Craftsmanship/growth	Maintenance of storage and display facilities Procuring work once it has gone home Display	Review Progress WAC Reflection Introduction to completion
4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices	Demonstrated in work that is selected and returned to exhibit in shows and fairs. Ability to discuss choices in exhibiting	Scheduled events school and outside of school events	Time Schedule Facility	WAC Communication Speaking rubric
4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each	Demonstrates the ability to present at school fair and NRAS student invitational exhibit	Materials Resources Calendar exhibits	Time Schedule Facility	WAC Collection of work Preliminary portfolio CFA/CSAs
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Communicate about their style in comparison to others either at their level of artistic development or to discriminate or compare between either historical or contemporary styles	Visuals Art Historical Perspectives Website information	Technology in the studio Introduction to examples of each style to the class so examples may be discussed	Communication
4.16 Organize and present an exhibit of a body of their own work to others	Review their work with their peers Self-reflection Participate in art show	End of quarter review End of semester review Self-assessment/critique	One to one critique One to one assessment Assessment with communication	WAC CFAs CSAs Communication Rubric
<b>Framework Standard 5: Critical Response</b> Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Write about contrasts or comparisons Speak about contrasts or comparisons using appropriate terminology	Samples Examples Art historical perspectives	Introduction to examples found in art history or contemporary artists works	WAC CFAs CSAs Communication Speaking Rubric
5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form	View works in files View works via technology Research artist Report out on an artist	Periodicals Texts Museum websites Gallery websites	Introduction to research and findings	Communication-Speaking rubric Writing WAC CFAs CSAs
5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work	Self-critique Peer-critique Formulate an understanding between professional artists and art historical perspectives	Time Examples Exposure to artists and resources that illustrate differences	Introduction to concepts in identifying and drawing comparisons	Communication rubric
5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Research Report Explain discuss	Technology Periodicals Art history texts	Introduction to art historical perspectives	WAC Writing/reporting Communication/speaking
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Interview artists, peers, or family members about an art form or discuss what is perceived	Time research	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Art Historical perspectives and quotes on art
<b>Framework Standard 6: Connections: Purposes and Meanings in the Arts:</b> Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Read about slab constructed pottery in a particular region or culture as a functional form	Art history Perspectives-art periodicals Museum installations Website/texts	Websites Museum/gallery visits Visiting artist/lecturer? \$\$\$	Speaking Reading writing

6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns For example, students listen for similarities and differences in work songs from various cultures	Discuss differences in aesthetics or production of ceramics/slab constructed sculptures to discern functions and forms	Visuals Art History Periodicals Web research	Identify genres or periods Identify examples from a culture or society	Communication Rubric- speaking, listening, writing and reading
<b>Framework Standard 7: Connections Roles of Artists in the Communities</b> Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	Read articles in contemporary periodicals, newspapers or via electronic media about the arts and artists to see how they are portrayed	Arts review in The New York Times or The Boston Globe Magazines Periodicals	Introduce reviews, commentaries and perspectives from writers about art and artists	WAC Communication Speaking Rubric
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Relate to an artist in their family or community Demonstrate an awareness of how these artists work and what they have achieved	Contact Communication Electronic media Local paper	Discussion on the role that an artist has in a community and in our society and relate how their achievements have been portrayed	Discussion
7.8analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	Speak to how the art or artist of a certain time period may have been perceived	Art history Historical perspectives Art Quotes	Provide topic for discussion or to introduce thought or reflection	Discussion WAC CFAs/CSAs questions
<b>Framework Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change</b> Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures and genres.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period	Compare and contrast differences or similarities between cultures, genres or period in art history Identify characteristics between or amongst certain styles	Website information Art History Texts Art historical periodicals Visuals	Art History Contemporary awareness Cultural Histories indigenous to groups, cultures and various societies	WAC CSAs CFAs Communication Rubric-Speaking
8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work * Suggested period: American and world cultures to c. 1920	Research differences and report out on similarities and differences	Art History Contemporary Ancient	Identify eras and styles Identify cultures Identify traditions Identify genres	WAC Speaking communication rubric CFAs CSAs
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Portray how works from one aesthetic tradition carry a sense of tradition	Research traditional/historical arts in association with slab constructions Research cultural group	Examples to illustrate features of a certain style Historical Cultural Traditions	CFAs WAC CSAs Communication rubric-speaking
8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts	Demonstrate how innovation in traditional ceramics may have been changed due to technology advancements Demonstrate an understanding of how advancements may have altered customs or traditions in ceramics as an art form	Art history Examples of innovation in ceramic production Innovation in the production of clays/glazes/means of firing/ Introduction of new mediums or techniques used	Art History Perspectives in Art History Historical perspectives in the advancement in technologies Technologies in the production of nontraditional forms of ceramics	Discussion or speaking rubric WAC CFAs CSAs
8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture	Identify common characteristics Identify differences or variations that discern development, creative innovations or explorations in ceramics of slab constructions	Art History Website research innovation in Common characteristics in ceramic productions and functions	Introduction to art history Introduction to fabrication and production of weaving techniques	Communication rubric-speaking WAC CFAs CSAs
<b>Framework Standard 9: Connections: Inventions, Technologies, and the Arts</b> Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and	Compare materials, inventions and technologies in traditional pottery vs. developments in contemporary	Technology/internet/research Periodicals Museums	Compare materials, inventions and technologies in traditional pottery vs.	WAC Communications Rubric

explain their effect on the arts	ceramics compare functions vs. form/ describe differences/how they differ/ why they differ	Artifacts	developments in contemporary ceramics compare functions vs. form/ describe differences/how they differ/ why they differ	
9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks For example, a student interested in textile design investigates the works of artists who use plants to make dyes and finds out why they choose to use these traditional techniques.	Demonstrate the ability to discern between historical and contemporary ceramics artifacts-museum, gallery or website information in design  Demonstrate an understanding of how technologies have changed in manufacturing to create new processes for example vs. contemporary artists or ancient civilizations and how clays were discovered or produced	Museums Books Art history Website information Galleries Visiting artist	Introduce knowledge about types of production Advances in technology Production of clays Ceramics/Pottery/Art forms in 3-D Design Non-traditional vs. traditional function/non-functional art form in a 3-Dimensional space	Communication Reading Writing Researching
9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects	Identify with function vs. form using technology Make revisions using different effects with technology	Website Tutorials Artist speaks about their revision or creations using technologies	Communication Reading Writing Researching	WAC Communication Rubric-speaking & writing Reporting out on ideas Group instruction
<b>Framework Standard 10: Connections Interdisciplinary Connections</b> Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines	Attend various cultural institutes in the area: North River Arts Society South Shore Arts Center The Duxbury Art Complex The South Shore Arts/Ellison Art Center in Duxbury ICA MFA Local Galleries, artists' studios, and	Various venues local, surrounding communities with art/cultural centers	Introduce various venues to students Enlist visiting artists Field trips Homework trips to visit local galleries, museums and art associations	Homework check Written assignment about trip to particular exhibit/gallery/museum

	workshop environments			
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**3-D Design I:**

unleveled semester course 2 credits

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

**Unit: Unit: “Pop Art” Construction/Sculpture**  
**Essential Questions: Who was the father of “Pop” Art?**  
**What are common everyday objects that are mass consumed by people in our society?**  
**What are some of your favorite things that are mass produced?**

Framework Standard 1: Methods, Materials and Techniques	Content / Skills	Resources	Instructional Strategies	Assessments
<p>Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.</p> <p>Students will 1.9 demonstrates the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.</p>	<p>Create or demonstrate the ability to manipulate media, materials and tools that are unique to the construction of a “Pop” Art piece</p> <p>Demonstrate an ability to create a “Pop” Art piece that involves all four of the hand-building techniques</p> <p>Demonstrate knowledge of the unique characteristics of working with clay, media associated with ceramics, pottery and glazing in the completed piece constructed for a “Pop Art piece</p>	<p>Andy Warhol  Roy Lichen stein  Claus Oldenberg  <a href="http://www.chrities.com">www.chrities.com</a> Warhol  <a href="http://www.moma.com">www.moma.com</a> Warhol  <a href="http://www.lichenstein.com">www.lichenstein.com</a>  <a href="http://www.oldenbergvanbruggen.com">www.oldenbergvanbruggen.com</a>  Oldenberg &amp; vanBruggen</p> <p>Methods, materials &amp; instructional materials  Visuals  Student samples  websites  introduction to techniques  Art History  Cultures  Contemporary</p>	<p>Introduction of materials, techniques and group/classroom demonstration/presentation of techniques, methods and materials, terminology, analogy and metaphors associated with techniques and materials</p> <p>Checking  Dip sticking  Cooperative learning/sharing/brainstorming</p> <p>Summarizing</p>	<p>Classroom demonstration  One to one  Small group instruction  Hands on assessment in terms of participation, effort, and mastery of processes and techniques.  Craftsmanship and self-assessment</p> <p>Self-Esteem  Acknowledgement and praise  Recognition  Showcase, Exhibit</p>
<p>1.10 Use electronic technology for reference</p>	<p>Use technology to find examples of “Pop” Art pieces or constructions by various</p>	<p>Website information: design, cultural institutes, art forms,</p>	<p>List websites that may provide information on artists, techniques</p>	<p>Computer slide show  Illustrate web site research</p>

and for creating original work	artists, view the types of “Pop” art pieces,, purposes and functions 2-D pieces vs. 3-D Sculptures Comic Books to large scale public sculptures	contemporary artists	and artists websites	
1.11 Explore a single subject through a series of works, varying the medium or technique <i>For example, a student makes a drawing, woodcut,</i>	Explore a variety of subject matter to develop more advanced means of construction Utilize techniques in the production of pieces to demonstrate mastery of techniques in creating a final project Demonstrate creative endeavors through continued exploration of techniques and variations in the construction and use of the four basic hand-building techniques in the development of a “Pop” Art piece	Art Historical perspectives visuals of “Pop” Artists’ works contemporary samples Techniques, Style, Design Form vs. function	Introduction of techniques Resources Visual information Presentation	Communication of information and manipulative that demonstrate a variety of techniques, methods and materials used in hand-building with clay as an art form
1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools	Demonstrate the appropriate use and care of materials, equipment and the studio	Teacher demonstration Guidelines Rules Volunteers Group Responsibilities and individual responsibilities	Teacher will introduce and demonstrate proper maintenance of tools, materials and equipment in the studio environment	Observation and one to one instruction during studio production time Assess procedures during clean-up time
1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i>	Select appropriate tools and materials to create each of the hand-building techniques Create a hand-built piece of pottery that may utilize appropriate yet untraditional materials in the creation of either a decorative or a functional piece of pottery to convey the theme of “Pop” art	Contemporary ceramic pieces that may stretch beyond the boundaries of traditional ceramics pieces in utilizing space (ICA installation pieces, gallery or museum pieces that explore space and time) versus the limits that we have in the classroom environment	Conceptualization of ideas beyond the scope and sequence of traditional techniques used in ceramics Demonstrate and use appropriate techniques and materials in an appropriate fashion to create a more traditional piece of pottery	View and discuss appropriate use of materials and techniques one on one Individual critique Group critique Peer critiques
1.14 Demonstrate a mastery of tools and techniques in one medium	Demonstrate appropriate artistic development ,mastery, manipulation and techniques in the use of tools and medium  Demonstrate the ability to maintain direction, craftsmanship and a foundation of aesthetics and appeal to an audience	Demonstration Supervision Individual student exploration Creativity	Demonstration Various techniques Exploring the medium	Observation Supervision Illustration Discussion One to one Group Continuous flow to assessment Work in progress Completed work

1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.	Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment Verbalize using appropriate terminology to describe processes, procedures and methods that they need to structure around working with certain materials	Posted information Signage Storage areas Rules in regard to handling, utilizing, and maintaining Review	Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed	School Wide Rubric: Speaking as a means of communication WAC CFA-common form of assessment rubric Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
<b>Framework Standard 2: Elements and Principles of Design</b> Students will demonstrate knowledge of the elements and principles of design	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
2.12 apply knowledge of color theory to a project	Glazing or under-glazing of ceramic work: Transparent colors/opaque colors/satin/matte-types of glazes and their characteristics Utilize color theory in regard to materials chosen to create a particular type of pottery Utilize Patterns Demonstrate a connection to cultures earth tones Subjective to create a feeling or an emotion Indigenous to a group Connection with art history or a particular artist	Visuals Art History Art Perspectives Website Contemporary Pottery or Ceramics as an art form Ceramics and pottery that explore a 3-Dimensional space	Demonstrate connection hand built pottery to groups, cultures, periods in time or in current art galleries Time lines Cultural Patterns in History and Timeline	WAC: ask in what way could a product be identifiable by its shape/form/packaging/advertising? General/specific characteristics of a product Graphic and commercial production involves color theory-in what way does color enhance a product With advertising color plays an integral part of packaging or aesthetic appeal. In what ways does color theory apply to the design of your piece of "Pop" Art?
2.13 2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others	Create a piece of pottery that explores color, line, texture and shape Identify in the process of creating a piece of pottery what the elements of art are in ceramics	Descriptions and definitions about the elements used and where they are used Define how they are used and where they are used	Introduce that a hand-built ceramic piece is a work of art that uses the elements of art in 3-D piece of art	Review one on one Individual critique Peer review Group Critiques WAC, CFAs, Rubric, Speak about the elements used Include in CSA writing

2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style	Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods	Visuals Student samples Examples from various artists	Demonstrate connections in ceramics and hand built pottery to groups/periods in time or in current art galleries	Individual expression critique Review Rubric-questioning one to one in assessing review of work in progress
<b>Framework Standard 3: Observation, Abstraction, Invention, Expression:</b> Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Demonstrates the ability to craft a piece of ceramics based on the concept of a “Pop” art piece Handcrafts a piece that is representative of a connection to their own identity in terms of likes/dislikes	Artists work Relate to the concept after brainstorming about “Pop” Art ideas abstraction of idea, content or area that is concrete creation in a hand-built piece	Involve conceptualization Functional vs. non-functional Form vs. function Decorative vs. Utilitarian Small Scale versus large scale public works sculptural pieces	WAC/Communication Rubric- speak about abstractions involved in the creative process
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Create a piece that is unique to the individual student	Materials used in the creation of a piece of ceramics Interpretive pieces whimsical, meaningful and aesthetically pleasing to the individual student	Introduce how each piece is unique to the individual person	Exhibit Display Discuss variations in style
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Demonstrate the ability to discern that a ceramic piece may be symbolic in its defining an idea, a concept or at completion a self-actualized piece of art work that is representative of the individual student	Art History Examples Student Work	Introduction to concepts: Representation Abstraction Symbolism Perspectives/Interpretations	Communication Assessment WAC Discussion Critique One-to-one Group

<b>Framework Standard 4: Drafting, Revising, and Exhibiting</b> Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings projects, alone and in group settings <ul style="list-style-type: none"> <li>• Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals;</li> <li>• Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately;</li> </ul> Complete: prepare work for presentation or exhibition	Demonstrate practice in learning or exploring methods, materials and tools used in a the basic hand-building techniques Practice techniques; skills in manipulating materials Begin to work with materials once have been gathered demonstrate skills acquired Demonstrate a conscious effort of skills learned in working with the materials to create a piece Demonstrate an awareness of others Demonstrate and awareness of space, place, time Demonstrate an ability to explore or make revisions wherever and whenever required Demonstrate self-discipline and respect of other students work, space and creative efforts Demonstrate the ability to show or exhibit	Provisioning Tools equipment and materials Storage for materials Time	Provisioning of appropriate materials Reminders or keys to working in the studio environment Time management Attending to individual students Responding to group activities Directions Participation Demonstration	WAC CFAs CSAs Speaking about concepts

4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Responds to criticism and positive reinforcement in crafting a ceramic piece whether techniques used are traditional or non-traditional Discusses and self-assesses their own work	One on one/learning buddies Group/Shared Peer critique	Discussion about revision Review Cartoon, marques, Sketches vs. final form Process Self-discipline	Reflection Introspection Writing-WAC Communication
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	Demonstrate the ability to maintain work Demonstrates continued growth in terms of artistic development that is age appropriate Demonstrates continued development in workmanship	Storage facility-bins or shelving units/cupboards Work goes home and is returned for exhibits and shows Craftsmanship/growth	Maintenance of storage and display facilities Procuring work once it has gone home Display	Review Progress WAC Reflection Introduction to completion
4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices	Demonstrated in work that is selected and returned to exhibit in shows and fairs. Ability to discuss choices in exhibiting	Scheduled events school and outside of school events	Time Schedule Facility	WAC Communication Speaking rubric
4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each	Demonstrates the ability to present at school fair and NRAS student invitational exhibit	Materials Resources Calendar exhibits	Time Schedule facility	WAC Collection of work Preliminary portfolio CFA/CSAs
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	Communicate about their style in comparison to others either at their level of artistic development or to discriminate or compare between either historical or contemporary styles	Visuals Art Historical Perspectives Website information	Technology in the studio Introduction to examples of each style to the class so examples may be discussed	Communication
4.16 Organize and present an exhibit of a body of their own work to others	Review their work with their peers Self-reflection Participate in art show	End of quarter review End of semester review Self-assessment/critique	One to one critique One to one assessment Assessment with communication	WAC CFAs CSAs Communication Rubric
<b>Framework Standard 5: Critical Response</b> Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Write about contrasts or comparisons Speak about contrasts or comparisons using appropriate terminology	Samples Examples Art historical perspectives	Introduction to examples found in art history or contemporary artists works	WAC CFAs CSAs Communication Speaking Rubric
5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form	View works in files View works via technology Research artist Report out on an artist	Periodicals Texts Museum websites Gallery websites	Introduction to research and findings	Communication-Speaking rubric Writing WAC CFAs CSAs
5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work	Self-critique Peer-critique Formulate an understanding between professional artists and art historical perspectives	Time Examples Exposure to artists and resources that illustrate differences	Introduction to concepts in identifying and drawing comparisons	Communication rubric
5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Research Report Explain discuss	Technology Periodicals Art history texts	Introduction to art historical perspectives	WAC Writing/reporting Communication/speaking
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Interview artists, peers, or family members about an art form or discuss what is perceived	Time research	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Art Historical perspectives and quotes on art
<b>Framework Standard 6: Connections: Purposes and Meanings in the Arts:</b> Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Read about ceramics or hand-built pottery as a functional form Discover public works sculptures website, museum or gallery exhibit	Art history Perspectives-art periodicals Museum installations	Websites Museum/gallery visits Visiting artist/lecturer? \$\$\$	Speaking Reading writing
6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns For example, students listen for similarities and differences in work songs from various cultures	Discuss differences in aesthetics of "Pop" Art pieces to discern function vs. form	Visuals Art History Periodicals Web research	Identify genres or periods Identify examples from various cultures Stateside versus pieces abroad	Communication Rubric-speaking, listening, writing and reading
<b>Framework Standard 7: Connections Roles of Artists in the Communities Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present</b>	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	Read articles in contemporary periodicals, newspapers or via electronic media about the arts and artists to see how they are portrayed	Arts review in The New York Times or The Boston Globe Magazines Periodicals	Introduce reviews, commentaries and perspectives from writers about art and artists	WAC Communication Speaking Rubric
7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Relate to an artist in their family or community Demonstrate an awareness of how these artists work and what they have achieved	Contact Communication Electronic media Local paper	Discussion on the role that an artist has in a community and in our society and relate how their achievements have been portrayed	Discussion
7.8analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	Speak to how the art or artist of a certain time period may have been perceived	Art history Historical perspectives Art Quotes	Provide topic for discussion or to introduce thought or reflection	Discussion WAC CFAs/CSAs questions
<b>Framework Standard 8:</b>	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>

<p><b>Connections, Concepts of style, stylistic influence, and stylistic change</b> Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, Cultures and genres.</p>				
<p>8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period</p>	<p>Compare and contrast differences or similarities between cultures, genres or period in art history Identify characteristics between or amongst certain styles</p>	<p>Website information Art History Texts Art historical periodicals Visuals</p>	<p>Art History Contemporary awareness Cultural Histories indigenous to groups, cultures and various societies</p>	<p>WAC CSAs CFAs Communication Rubric-Speaking</p>
<p>8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work * Suggested period: American and world cultures to c. 1920</p>	<p>Research differences and report out on similarities and differences</p>	<p>Art History Contemporary Ancient</p>	<p>Identify eras and styles Identify cultural aspects Identify traditions Identify genres</p>	<p>WAC Speaking communication rubric CFAs CSAs</p>
<p>8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts</p>	<p>Portray how works from one aesthetic tradition carry a sense of tradition</p>	<p>Research Research product/group/subject</p>	<p>Examples to illustrate features of a certain style Historical Cultural Traditions</p>	<p>CFAs WAC CSAs Communication rubric-speaking</p>
<p>8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural</p>	<p>Demonstrate how innovation in the course of the arts has developed and changed to reflect tradition/evolution of ideas/subject/media/context/representation and implications due to technology</p>	<p>Art history Examples of innovation in design and production Innovation in the production of clays, glazes and techniques</p>	<p>Art History Perspectives in Art History Historical perspectives in the advancement in technologies used in ceramics</p>	<p>Discussion or speaking rubric WAC CFAs CSAs</p>

contexts		Introduction of new mediums or techniques used	Technologies in the production of untraditional forms in hand-built pottery	
8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture	Identify common characteristics Identify differences or variations that discern development, creative innovations or explorations in ceramics	Art History Website research innovation in ceramics Common characteristics in hand-built pottery Variations in representation of cultural icons in art and design in all things that are “Popular” Question: “What would Andy, Roy and Claus represent in their work today, in contemporary living in a global economy	Introduction to art history Introduction to fabrication/advertising/packaging and production of pottery techniques	Communication rubric-speaking WAC CFAs CSAs
<b>Framework Standard 9: Connections: Inventions, Technologies, and the Arts</b> Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Compare materials, inventions and technologies in pottery with historical periods, compare functions vs. form of the production or design of pottery, describe both the differences between types of and how they differ or why they differ	Technology/internet/research Periodicals Museums Artifacts	Compare materials, inventions and technologies between potters, compare functions vs. form, describe both the differences between types of pieces and how they differ or why they differ	WAC Communications Rubric

<p>9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks For example, a student interested in textile design investigates the works of artists who use plants to make dyes and finds out why they choose to use these traditional techniques.</p>	<p>Demonstrate the ability to discern between historical and contemporary artifacts-museum gallery or website information in design and production Demonstrate an understanding of how technologies have changed in manufacturing to create new styles contemporary artists or ancient civilizations “What could have been represented as “Pop” in Egyptian civilization?” “How about in the 21<sup>st</sup> Century?”</p>	<p>Museums Books Art history Website information Galleries Visiting artist</p>	<p>Introduce knowledge about types of production Advances in technology Production of ceramics Pottery as an art form Non-traditional vs. traditional function-production Abstraction as a non-functional art form in a 3-Dimensional space</p>	<p>Communication Reading Writing Researching</p>
<p>9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects</p>	<p>Identify with function vs. form using technology Make revisions using different effects with technology</p>	<p>Website Tutorials Artist speaks about their revision or creations using technologies- art history</p>	<p>Communication Reading Writing Researching</p>	<p>WAC Communication Rubric-speaking &amp; writing Reporting out on ideas Group instruction</p>
<p><b>Framework Standard 10: Connections Interdisciplinary Connections</b> Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and <u>technology/engineering.</u></p>	<p><b>Content / Skills</b></p>	<p><b>Resources</b></p>	<p><b>Instructional Strategies</b></p>	<p><b>Assessments</b></p>
<p>10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines</p>	<p>Attend various cultural institutes in the area: North River Arts Society South Shore Arts Center The Duxbury Art Complex The South Shore Arts/Ellison Art Center in Duxbury ICA</p>	<p>Various venues local, surrounding communities with art/cultural centers</p>	<p>Introduce various venues to students Enlist visiting artists Field trips Homework trips to visit local galleries, museums and art associations</p>	<p>Homework check Written assignment about trip to particular exhibit/gallery/museum</p>

	MFA Local Galleries, art studios and workshop environments			
10.4 Continue the above and integrate knowledge from various disciplines and cultural resources	Students will demonstrate the ability to integrate information with peer review/teacher review when common planning time is permitted	Time to common plan between disciplines	Time and resources	Review Report Communicate Exhibit and display

**3-D Design I:**

unleveled semester course 2 credits

By the end of basic study in grades 9 – 12

By the end of extended study in grades 9 -12

**Unit: Unit: Simplified or Stylized Animal Sculpture**  
**Essential Questions: What is a simplified animal sculpture?**  
**What is a stylized animal sculpture?**  
**The Egyptians portray stylized or simplified animals and people in their hieroglyphics?**  
**How are the images simplified? What is a hieroglyphic? What did the hieroglyphics portray?**  
**In what way could you create a sculpture in the round of an animal that would lend itself to simplified or stylized?**

Framework Standard 1: Methods, Materials and Techniques	Content / Skills	Resources	Instructional Strategies	Assessments
Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.  1.9 demonstrates the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Create or demonstrate the ability to manipulate media, materials and tools that are unique to the construction of a stylized/simplified animal sculpture  Demonstrate an ability to create a simplified animal sculpture that involves all four of the hand-building techniques  Demonstrate knowledge of the	<a href="http://www.mfa.org">www.mfa.org</a> <a href="http://www.metmuseum.org">www.metmuseum.org</a> <a href="http://www.moma.com">www.moma.com</a> <a href="http://www.getty.org">www.getty.org</a>  <a href="http://www.rosettasculpture.net">www.rosettasculpture.net</a> Methods, materials & instructional materials Visuals Student samples websites introduction to techniques Art History	Introduction of materials, techniques and group/classroom demonstration/presentation of techniques, methods and materials, terminology, analogy and metaphors associated with techniques and materials Checking Dip sticking Cooperative learning sharing/brainstorming	Classroom demonstration One to one Small group instruction Hands on assessment in terms of participation, effort, and mastery of processes and techniques. Craftsmanship and self-assessment  Self-Esteem Acknowledgement and praise Recognition Showcase, Exhibit

	unique characteristics of working with clay, media associated with ceramics, pottery and glazing in the completed piece constructed for a simplified animal sculpture.	Cultures Contemporary	Summarizing prior to beginning of construction	
1.10 Use electronic technology for reference and for creating original work	Use technology to find examples of simplified sculptures by various artists, view the types of stylized animal sculptures 2-D pieces vs. 3-D Sculptures Comic Books to large scale public sculptures	Website information Design Stylized animal sculptures Egyptian gothic cathedrals Contemporary Cultural institutes Sculptures-Wall Street Bull Simplified art forms of animals found in Boston Contemporary artists	List websites to provide information on Stylized animal sculptors Artists Techniques Artists Time Line	Computer slide show of student samples Illustrate web site research
1.11 Explore a single subject through a series of works, varying the medium or technique <i>For example, a student makes a drawing, woodcut,</i>	Explore a variety of subject matter to develop more advanced means of construction Utilize techniques in the production of pieces to demonstrate mastery of techniques in creating a final project Demonstrate creative endeavors through continued exploration of techniques and variations in the construction and use of the four basic hand-building techniques in the development of a Simplified/Stylized animal sculpture	Art Historical perspectives visuals of simplified and stylized animal sculptures contemporary samples Techniques Style Design Form and Volume Texture Space	Introduction of techniques Resources Visual information Presentation	Communication of information and manipulative that demonstrate a variety of techniques, methods and materials used in hand-building with clay as an art form
1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials and tools	Demonstrate the appropriate use and care of materials, equipment and the studio	Teacher demonstration Guidelines Rules Volunteers Group Responsibilities and individual responsibilities	Teacher will introduce and demonstrate proper maintenance of tools, materials and equipment in the studio environment	Observation and one to one instruction during studio production time Assess procedures during clean-up time
1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired	Select appropriate tools and materials to create each of the hand-building techniques	Contemporary ceramic pieces that may stretch beyond the boundaries of traditional	Conceptualization of ideas beyond the scope and sequence of traditional	View and discuss appropriate use of materials and techniques one on one

effects in specific projects <i>For example, students select a medium for its expressive qualities or structural properties.</i>	Create a hand-built piece of pottery that may utilize appropriate yet untraditional materials in the creation of either a decorative or a functional piece of pottery to convey the characteristics of a simplified or stylized animal sculpture	ceramics pieces in utilizing space (ICA installation pieces, gallery or museum pieces that explore space and time) versus the limits that we have in the classroom environment	techniques used in ceramics Demonstrate and use appropriate techniques and materials in an appropriate fashion to create a more traditional piece of pottery	Individual critique Group critique Peer critiques
1.14 Demonstrate a mastery of tools and techniques in one medium	Demonstrate appropriate artistic development ,mastery, manipulation and techniques in the use of tools and medium  Demonstrate the ability to maintain direction, craftsmanship and a foundation of aesthetics and appeal to an audience	Demonstration Supervision Individual student exploration Creativity	Demonstration Various techniques Exploring the medium	Observation Supervision Illustration Discussion One to one Group Continuous flow to assessment Work in progress Completed work
1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials and tools; identify potential health hazards associated with the materials and techniques, and possible substitutes for hazardous materials.	Communicate/speak about the procedures in handling tools, materials and keeping an organized studio space Address concerns about potential health hazards and how to substitute or remove potential hazards in the studio environment Verbalize using appropriate terminology to describe processes, procedures and methods that they need to structure around working with certain materials	Posted information Signage Storage areas Rules in regard to handling, utilizing, and maintaining Review	Communicate about safety in the studio environment Demonstrate Illustrate Review Postings where and when needed	School Wide Rubric: Speaking as a means of communication WAC CFA-common form of assessment rubric Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
<b>Framework Standard 2: Elements and Principles of Design:</b> Students will demonstrate knowledge of the elements and principles of design	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
2.12 apply knowledge of color theory to a project	Glazing or under-glazing of ceramic work: Transparent colors/opaque	Visuals Art History Art Perspectives	Demonstrate connection hand built pottery to groups, cultures, periods in time or	WAC: ask in what way could a product be identifiable by its shape/form/packageg/advertising?

	<p>colors/satin/matte-types of glazes and their characteristics</p> <p>Utilize color theory in regard to materials chosen to create a particular type of pottery</p> <p>Utilize Patterns</p> <p>Demonstrate a connection to cultures</p> <p>earth tones</p> <p>Subjective to create a feeling or an emotion</p> <p>Indigenous to a group</p> <p>Connection with art history or a particular artist</p>	<p>Website</p> <p>Contemporary Pottery or Ceramics as an art form</p> <p>Ceramics and pottery that explore a 3-Dimensional space through the construction of a 3-Dimensional sculpture that is not only simplified, but is also stylized</p>	<p>in current art galleries</p> <p>Time lines</p> <p>Cultural Patterns in History and Timeline</p>	<p>General/specific characteristics of an animal without a lot of detail-simplified/stylized</p> <p>production involves color theory-in what ways does color enhance an animal's characteristics.</p> <p>Color plays an integral part of or aesthetic appeal to the animals features in what way? In what ways does color theory apply to the design of your piece</p>
<p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p>	<p>Create a piece of pottery that explores color, line, texture, shape, volume and form.</p> <p>Identify the elements of art are in the stylized animal construction of a simplified sculpture</p>	<p>Descriptions and definitions about the elements used and where they are used</p> <p>Define how they are used and where they are used</p>	<p>Introduce that a hand-built ceramic piece is a work of art that uses the elements of art in 3-D piece of art involve relief sculpture, sculpture in the round, additive sculpture, subtractive sculpture</p>	<p>Review one on one</p> <p>Individual critique</p> <p>Peer review</p> <p>Group Critiques</p> <p>WAC, CFAs, Rubric, Speak about the elements used</p> <p>Include in CSA writing</p>
<p>2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style</p>	<p>Demonstrate a personal style in manipulating materials to create a design that they are able to connect with once they have mastered the skills, materials and methods</p>	<p>Visuals</p> <p>Student samples</p> <p>Examples from various groups</p> <p>Ethnic groups</p> <p>Cultural groups</p>	<p>Demonstrate connections in ceramics and hand-built pottery to groups, cultures, periods in time or in current art galleries, museums or via website information</p>	<p>Individual expression critique</p> <p>Review</p> <p>Rubric-questioning one to one in assessing review of work in progress</p>
<p><b>Framework Standard 3: Observation, Abstraction, Invention, Expression:</b></p> <p>Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.</p>	<p><b>Content / Skills</b></p>	<p><b>Resources</b></p>	<p><b>Instructional Strategies</b></p>	<p><b>Assessments</b></p>
<p>3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations</p>	<p>Demonstrates the ability to craft a piece of ceramics based on both the abstraction of ideas(utilize visuals for observational skills and yet be able to create and</p>	<p>Artists work</p> <p>Relate to abstraction of idea, content or area that is concrete creation in a hand-built piece</p>	<p>Involve conceptualization</p> <p>Functional vs. non-functional</p> <p>Form vs. function</p> <p>Decorative vs. Utilitarian</p>	<p>WAC/Communication Rubric-speak about abstractions involved in the creative process</p>

	abstraction from something concrete to express the simplification of an idea or concept Handcrafts a piece that is representative of a connection to their own identity		Subtractive Additive In the round In Relief	
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Create a piece that is unique to the individual student and their expression of their own identity	Materials used in the creation of a piece of ceramics Interpretive pieces whimsical, meaningful and aesthetically pleasing to the individual student	Introduce how each piece is unique to the individual person	Exhibit Display Discuss variations in style
3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas	Demonstrate the ability to discern that a ceramic piece may be symbolic in its defining an idea, a concept or at completion a self-actualized piece of art work that is representative of the individual student	Art History-Egyptian Gothic ,Henry Moore, The Wall Street Bull Examples Student Work	Introduction to concepts: Representation Abstraction Symbolism Perspectives/Interpretations	Communication Assessment WAC Discussion Critique One-to-one Group
<b>Framework Standard 4: Drafting, Revising, and Exhibiting</b> Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings projects, alone and in group settings <ul style="list-style-type: none"> <li>Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals;</li> </ul>	Demonstrate practice in learning or exploring methods, materials and tools used in a the basic hand-building techniques Practice techniques; skills in manipulating materials Begin to work with materials once have been gathered demonstrate skills acquired Demonstrate a conscious effort of skills learned in working with the materials to create a piece	Provisioning Tools equipment and materials Storage for materials Time	Provisioning of appropriate materials Reminders or keys to working in the studio environment Time management Attending to individual students Responding to group activities Directions Participation	WAC CFAs CSAs Speaking about concepts

<ul style="list-style-type: none"> <li>Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately;</li> </ul> <p>Complete: prepare work for presentation or exhibition</p>	<p>Demonstrate an awareness of others</p> <p>Demonstrate and awareness of space, place, time</p> <p>Demonstrate an ability to explore or make revisions wherever and whenever required</p> <p>Demonstrate self-discipline and respect of other students work, space and creative efforts</p> <p>Demonstrate the ability to show or exhibit</p>		Demonstration	
4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	<p>Responds to criticism and positive reinforcement in crafting a ceramic piece whether techniques used are traditional or non-traditional</p> <p>Discusses and self-assesses their own work</p>	<p>One on one</p> <p>Group</p> <p>Peer</p> <p>critique</p>	<p>Discussion about revision</p> <p>Review</p> <p>Cartoon, marques, Sketches vs. final form</p> <p>Process</p> <p>Self-discipline</p>	<p>Reflection</p> <p>Introspection</p> <p>Writing-WAC</p> <p>Communication</p>
4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time	<p>Demonstrate the ability to maintain work</p> <p>Demonstrates continued growth in terms of artistic development that is age appropriate</p> <p>Demonstrates continued development in workmanship</p>	<p>Storage facility-bins or shelving units/cupboards</p> <p>Work goes home and is returned for exhibits and shows</p> <p>Craftsmanship/growth</p>	<p>Maintenance of storage and display facilities</p> <p>Procuring work once it has gone home</p> <p>Display</p>	<p>Review</p> <p>Progress</p> <p>WAC</p> <p>Reflection</p> <p>Introduction to completion</p>
4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices	<p>Demonstrated in work that is selected and returned to exhibit in shows and fairs. Ability to discuss choices in exhibiting</p>	<p>Scheduled events school and outside of school events</p>	<p>Time</p> <p>Schedule</p> <p>Facility</p>	<p>WAC</p> <p>Communication Speaking rubric</p>
4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each	<p>Demonstrates the ability to present at school fair and NRAS student invitational exhibit</p>	<p>Materials</p> <p>Resources</p> <p>Calendar</p> <p>exhibits</p>	<p>Time</p> <p>Schedule</p> <p>facility</p>	<p>WAC</p> <p>Collection of work</p> <p>Preliminary portfolio</p> <p>CFA/CSAs</p>
4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles	<p>Communicate about their style in comparison to others either at their level of artistic development or to discriminate or compare between either historical or</p>	<p>Visuals</p> <p>Art Historical Perspectives</p> <p>Website information</p>	<p>Technology in the studio</p> <p>Introduction to examples of each style to the class so examples may be discussed</p>	<p>Communication</p>

	contemporary styles			
4.16 Organize and present an exhibit of a body of their own work to others	Review their work with their peers Self-reflection Participate in art show	End of quarter review End of semester review Self-assessment/critique	One to one critique One to one assessment Assessment with communication	WAC CFAs CSAs Communication Rubric
<b>Framework Standard 5: Critical Response</b> Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Write about contrasts or comparisons Speak about contrasts or comparisons using appropriate terminology	Samples Examples Art historical perspectives	Introduction to examples found in art history or contemporary artists works	WAC CFAs CSAs Communication Speaking Rubric
5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form	View works in files View works via technology Research artist Report out on an artist	Periodicals Texts Museum websites Gallery websites	Introduction to research and findings	Communication-Speaking rubric Writing WAC CFAs CSAs
5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work	Self-critique Peer-critique Formulate an understanding between professional artists and art historical perspectives	Time Examples Exposure to artists and resources that illustrate differences	Introduction to concepts in identifying and drawing comparisons	Communication rubric
5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor	Research Report Explain discuss	Technology Periodicals Art history texts	Introduction to art historical perspectives	WAC Writing/reporting Communication/speaking
5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art	Interview artists, peers, or family members about an art form or discuss what is perceived	Time research	Introduce philosophy to art Communicate about art, artists and how art may be perceived by others in a gallery, museum or work	Art Historical perspectives and quotes on art

			environment Discussion	
<b>Framework Standard 6: Connections: Purposes and Meanings in the Arts:</b> Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Read about ceramics or hand-built pottery in a particular region or culture as a functional form Discover archeological specimens via website, museum or gallery exhibit	Art history Perspectives-art periodicals Museum installations	Websites Museum/gallery visits Visiting artist/lecturer? \$\$\$	Speaking Reading writing
6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns For example, students listen for similarities and differences in work songs from various cultures	Discuss differences in aesthetics or production of pottery to discern functions and forms	Visuals Art History Periodicals Web research	Identify genres or periods Identify examples from a culture or society	Communication Rubric-speaking, listening, writing and reading
<b>Framework Standard 7: Connections Roles of Artists in the Communities</b> Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media	Read articles in contemporary periodicals, newspapers or via electronic media about the arts and artists to see how they are portrayed	Arts review in The New York Times or The Boston Globe Magazines Periodicals	Introduce reviews, commentaries and perspectives from writers about art and artists	WAC Communication Speaking Rubric

7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements	Relate to an artist in their family or community Demonstrate an awareness of how these artists work and what they have achieved	Contact Communication Electronic media Local paper	Discussion on the role that an artist has in a community and in our society and relate how their achievements have been portrayed	Discussion
7.8 analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods	Speak to how the art or artist of a certain time period may have been perceived	Art history Historical perspectives Art Quotes	Provide topic for discussion or to introduce thought or reflection	Discussion WAC CFAs/CSAs questions
<b>Framework Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change</b> Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, <b>Cultures and genres.</b>	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period	Compare and contrast differences or similarities between cultures, genres or period in art history Identify characteristics between or amongst certain styles	Website information Art History Texts Art historical periodicals Visuals	Art History Contemporary awareness Cultural Histories indigenous to groups, cultures and various societies	WAC CSAs CFAs Communication Rubric-Speaking
8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work * Suggested period: American and world cultures to c. 1920	Research differences and report out on similarities and differences	Art History Contemporary Ancient	Identify eras and styles Identify cultures Identify traditions Identify genres	WAC Speaking communication rubric CFAs CSAs
8.8 Identify the stylistic features of given work and explain how they relate to aesthetic tradition and historical or cultural contexts	Portray how works from one aesthetic tradition carry a sense of tradition	Research traditional weavings Research cultural group	Examples to illustrate features of a certain style Historical Cultural Traditions	CFAs WAC CSAs Communication rubric-speaking
8.9 Identify examples of innovation and tradition in the arts, and explain the works in	Demonstrate through art history the evolution of sculpture- Prehistoric representation of	Art history Examples of innovation in the ceramics industry, design and	Art History Perspectives in Art History Historical perspectives in the	Discussion or speaking rubric WAC CFAs

relation to historical and cultural contexts	objects and cultural significance to contemporary how innovation in traditional ceramics may have been changed due to technology advancements Demonstrate an understanding of how advancements may have altered customs or traditions in ceramics as an art form	production Innovation in the production of clays, glazes and techniques Introduction of new mediums or techniques used	advancement in technologies used in ceramics Technologies in the production of untraditional forms in hand-built pottery	CSAs
8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture	Identify common characteristics Identify differences or variations that discern development, creative innovations or explorations in ceramics	Art History Website research innovation in ceramics Common characteristics in hand-built pottery Variations in weaving	Introduction to art history Introduction to fabrication and production of pottery techniques	Communication rubric-speaking WAC CFAs CSAs
<b>Framework Standard 9: Connections: Inventions, Technologies, and the Arts</b> Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Compare materials, inventions and technologies in pottery with historical periods, compare functions vs. form of the production or design of pottery, describe both the differences between types of and how they differ or why they differ	Technology/internet/research Periodicals Museums Artifacts	Compare materials, inventions and technologies between potters, compare functions vs. form, describe both the differences between types of pieces and how they differ or why they differ	WAC Communications Rubric

9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks For example, a student interested in textile design investigates the works of artists who use plants to make dyes and finds out why they choose to use these traditional techniques.	Demonstrate the ability to discern between historical and contemporary artifacts-museum gallery or website information in design and production Demonstrate an understanding of how technologies have changed in manufacturing to create new styles contemporary artists or ancient civilizations	Museums Books Art history Website information Galleries Visiting artist	Introduce knowledge about types of production Advances in technology Production of ceramics Pottery as an art form Non-traditional vs. traditional function-production Abstraction as a non-functional art form in a 3-Dimensional space	Communication Reading Writing Researching
9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects	Identify with function vs. form using technology Make revisions using different effects with technology	Website Tutorials Artist speaks about their revision or creations using technologies-Chicago art history	Communication Reading Writing Researching	WAC Communication Rubric-speaking & writing Reporting out on ideas Group instruction
<b>Framework Standard 10: Connections Interdisciplinary</b> Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.	<b>Content / Skills</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Assessments</b>
10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines	Attend various cultural institutes in the area: North River Arts Society South Shore Arts Center The Duxbury Art Complex The South Shore Arts/Ellison Art Center in Duxbury ICA MFA Local Galleries, art studios and workshop environments	Various venues local, surrounding communities with art/cultural centers	Introduce various venues to students Enlist visiting artists Field trips Homework trips to visit local galleries, museums and art associations	Homework check Written assignment about trip to particular exhibit/gallery/museum