

3-D Design III:

By the end of extended study in grades 9 -12

unleveled 2 semester course-- 4 credits

Unit: Altering Surface Decoration of clay by piercing, applying and carving clay and slip trailing
Essential questions: How can a pot be decorated without the use of glazes? What are some ancient and historic methods of decorating pottery? How are these historic methods used today? What are the meanings of symbols found on some ancient pottery?

Framework Standard 1: Methods, Materials and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	Content / Skills	Resources	Instructional Strategies	Assessments
Students will 1.9 demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Create a pot or series of pots utilizing varied methods of decoration without or before the application of glazes	Art books in classroom Visuals in files Web sites www.ceramicartsdaily.org www.ceramicstoday.com www.pottery.about.com	Demonstrate applied decoration, piercing, carving and incising, slip trailing, and relief work on a plain pot or slab	Participation, effort Rubric
1.10 Use electronic technology for reference and for creating original work	Visit web sites to find examples of surface decorations of clay	Website information: design, contemporary artists, www.youtube.com	List websites that may provide information about surface decoration	Illustrate web site research Sketches of ideas
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>	Create a series of pots or objects using each of the surface decoration techniques, but keep with a theme	Web sites Art books Slide show of student work	Introduction of techniques Description of resources Critique of student ideas	Observation of participation Effort Creativity
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	Web sites Posted signs	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 decorate the clay with different techniques	Clay, clay tools, stylus, slip and slip trailer,	Teacher will demonstrate the sue of different tools for different effects	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	Tools and clay Visuals Web sites	Demonstration of various techniques Experimentation	Observation Supervision Experimentation and growth
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	Posted information Rules in regard to handling, utilizing, and maintaining	Communicate about safety in the studio environment Demonstrate Postings where and when needed	School Wide Rubric: Speaking as a means of communication WAC
Framework Standard 2: Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design	Content / Skills	Resources	Instructional Strategies	Assessments
2.12 apply knowledge of color theory to a project	Utilize colors to enhance the surface decoration. Consider using transparent glazes that will show the lines incised or applied	Visuals Art History Art Perspectives Website www.ceramisartsdaily.org	Demonstrate the use of transparent glazes to emphasize lines and carved areas	Appropriate use of color that does not overwhelm the surface decoration
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	2.13 Use the many varieties of surface decoration to produce texture, line and shape on your pot Discuss the elements that your peers have used	Descriptions and definitions about the elements used and where they are used Define how they are used and where they are used	Explain and define the different elements. Suggest experimentation in other elements	Review one on one Individual critique Peer review Creativity

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 using the elements and principles of design	Visuals Student samples Web sites	Give individual instruction and discussion on how to improve the use of the elements and principles of design	Individual expression critique Rubric assessment by students
Framework Standard 3: Observation, Abstraction, Invention, Expression: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	Content / Skills	Resources	Instructional Strategies	Assessments
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	Use the techniques of surface decoration in a non-representational way	Web sites Art books in classroom	Describe form versus function, decorative versus non-decorative and non-representational work	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 3-D decoration that is original and unique	Clay, tools Visuals	Discuss how to use visuals to enhance creativity rather than to copy	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	Use symbols, either traditional or your own, to represent your point of view	File folder of symbols Book of symbols in the classroom	Discuss symbols and their importance in the history of art	Creativity Participation
Framework Standard Standard 4: Drafting, Revising, and Exhibiting Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	Content / Skills	Resources	Instructional Strategies	Assessments

<p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <ul style="list-style-type: none"> • Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals; • 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; <p>Complete: prepare work for presentation or exhibition</p>	<p>Demonstrate practice in learning or exploring methods, materials and tools used in surface decoration of clay Create clay project, decorate, dry, fire, glaze, glaze fire, get critiques and prepare for display</p>	<p>Tools Sketches Materials</p>	<p>Discuss time line and deadlines for exhibitions</p>	<p>WAC Rubrics Project completed on time</p>
<p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>	<p>Assesses self with rubric Completes all stages of project in timely manner</p>	<p>Posted timeline and schedule of projects due</p>	<p>Discussion of deadlines and timelines</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>Demonstrates continued growth in terms of artistic development that is age appropriate Demonstrates continued development in workmanship</p>	<p>Storage facility-bins Work goes home and is returned for exhibits and shows</p>	<p>Maintenance of storage and display facilities Setting up displays</p>	<p>WAC Reflection Deadlines met</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 community events</p>	<p>Discussion of schedule and repeated reminders</p>	<p>WAC Communication Speaking rubric</p>
<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>	<p>Demonstrates the ability to present at school fair and NRAS student invitational exhibit</p>	<p>Exhibition space</p>	<p>Discussion of portfolio contents</p>	<p>WAC Collection of work Preliminary portfolio CFA/CSAs</p>
<p>4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles</p>	<p>Communicate about their style in comparison to others Compare between historical and contemporary styles</p>	<p>Visuals Art History Perspectives Website information</p>	<p>Technology in the studio Introduction to examples of each style to the class so examples may be discussed</p>	<p>Communication</p>
<p>4.16 Organize and present an exhibit of a body of their own work to others</p>	<p>Review their work with peers Self-reflection Participate in art show</p>	<p>End of quarter review End of semester review Self-assessment/critique</p>	<p>One to one critique One to one assessment Assessment with</p>	<p>WAC CFAs CSAs</p>

			communication	Communication Rubric
Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
Standard 5: Critical Response 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.				
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	Examples Art historical perspectives Art books in classroom	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
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 history	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 history	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 Art books in classroom	Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Art History perspectives and quotes on art
Framework Standard 6: Connections: Purposes and Meanings in the Arts: Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate	Content / Skills	Resources	Instructional Strategies	Assessments

6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Read about surface decoration in a particular region or culture as a functional form	Art history Art periodicals Museum installations	Websites Museum/gallery visits	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 decorated 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
6.7 compare examples of works in one arts domain from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	Research customs and beliefs of several cultures	Web sites	Discussion with students	Rubrics-student generated
6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	Research several cultures Research the use of personal symbols on pottery	Web sites	Discussion and comparisons	WACs
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	Content / Skills	Resources	Instructional Strategies	Assessments
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	Discussion

			been portrayed	
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
Framework Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change 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.	Content / Skills	Resources	Instructional Strategies	Assessments
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 on similarities and differences	Art History from ancient to contemporary	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 symbols Research cultural groups	Introduce varied cultures and their arts	CFAs WAC 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	Research examples of surface decoration on clay throughout history and compare with modern decoration	Art history Web sites Art books	Art History Perspectives in Art History	Discussion or speaking rubric WAC, CSAs CFAs
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 Research styles of a particular period	Art History Website research	Discussions of art history	Communication rubric-speaking WAC, CFAs, CSAs

8.11 Identify and analyze examples of artistic and/or literary allusions in works of dance, music, theatre, and visual arts and architecture	Research connections among the arts	Web sites www.ceramicsartsdaily.org www.oldhouseweb.com	Discussions of the arts	Communication rubric-speaking
Framework Standard 9: Connections: Inventions, Technologies, and the Arts Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	Content / Skills	Resources	Instructional Strategies	Assessments
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Research technologies of two cultures in relation to the arts	Technology/internet/research Periodicals Museums Artifacts	Suggest cultures to compare and contrast	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.	Research historical materials and compare to new ways to use computer printers to decorate ceramics	Museums Books Art history Website information	Introduce discussions of new forms of decoration	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	Research the use of traditional methods in contemporary artists	Website www.youtube.com	Discussion of traditional and contemporary techniques	WAC Group discussion
Framework Standard 10: Connections Interdisciplinary Connections 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.	Content / Skills	Resources	Instructional Strategies	Assessments
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	Various venues locally, surrounding communities with art/cultural centers	Introduce various venues to students Enlist visiting artists Field trips Homework trips to visit local galleries, museums	Homework check Written assignment about trip to particular exhibit/gallery/museum

	Center in Duxbury, ICA, MFA Artists' studios, and workshop environments		and art associations	
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	Web sites Art periodicals	Introduce art periodicals	Research outcomes

3-D Design III:

unleveled semester course-- 4 credits

By the end of extended study in grades 9 -12

Unit: Hand Built Lidded Jar

Essential Questions: How can the lid of the jar be made to fit well? How can the lid be made to be part of the design of the jar? What are some historical uses of lidded jars?

Framework Standard 1: Methods, Materials and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	Content / Skills	Resources	Instructional Strategies	Assessments
Students will 1.9 demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Create a Jar with a lid with the following requirements: The lid fits without a gap The opening is large enough for a hand to fit into	File folders "cookie jars" Slide show of student work Web sites: www.Cookiejars.net www.Nexttag.com/cookie-jars www.collectibles.about.com/od/cookiejar collecting	Demonstration of different methods of constructing a large, lidded jar: Subtractive sculpture, slab construction, coiled pottery, or a combination of methods	Evidence of planning the design and method of construction
1.10 Use electronic technology for reference and for creating original work	Use technology to find examples of types of contemporary and antique lidded jars	Web sites www.youtube.com	Show the slide show and photo albums of student work Discuss methods of making the top fit correctly	Illustrate web site research

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 the appropriate method of construction of the lidded jar	Pottery books	Individual instruction and planning for the best method of construction	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 Research into technique Individual student exploration	Demonstration of various techniques Exploring the medium	Observation Supervision Illustration Creativity
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 Discuss the use of non-leaded glazes in school studios	Posted information Storage areas Rules in regard to handling, utilizing, and maintaining supplies 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 Critique-one on one reminders and group review of procedures in regard to a safe non-hazardous studio environment
Framework Standard 2: Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design	Content / Skills	Resources	Instructional Strategies	Assessments
2.12 apply knowledge of color theory to a project	Use color theory in planning the glazing of the cookie jar/lidded jar The glazing may be of a	Visuals Art History Websites	Discuss the use of color in enhancing the design of the jar	In what way has the color chosen enhanced the aesthetics of the jar

	realistic or creative nature			
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	2.13 Use these elements in the design of the jar	Pottery books and terms	Discuss art elements and their importance to design	Individual critique Peer review Rubric, Speak about the elements used
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 the creative design of a cookie/lidded jar	Visuals Student samples Web site www.cookiejars.net	Show visuals of creative jars	Individual expression critique creativity
Framework Standard 3: Observation, Abstraction, Invention, Expression: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	Content / Skills	Resources	Instructional Strategies	Assessments
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	This standard might be appropriate to some of the jars			
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Create a jar that is original and communicates a distinct point of view	Clay, tools, glazes www.nextag.com/cookie-jars	Discuss creativity and individuality	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	The lidded jar may show abstraction, symbolism, or representation to convey a personal point of view	Web sites Pottery books	Discuss symbolism and abstraction	Rubric
Framework Standard 4: Drafting, Revising, and Exhibiting Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	Content / Skills	Resources	Instructional Strategies	Assessments
4.9 Demonstrate the ability to conceptualize,	Creating a large, lidded jar	Tools	Provisioning of	WAC

<p>organize, and complete long-term projects, alone and in group settings Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals;</p> <ul style="list-style-type: none"> 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; <p>Complete: prepare work for presentation or exhibition</p>	<p>entails: design, sketching, discussing construction ideas, executing the ideas and problem solving. The clay must be kept moist for an extended time. The work will usually be hollowed, dried, bisque fired, glazed and glaze fired. Once completed it will be ready for display in the showcase and possibly in the school fair and/or a community show.</p>	<p>equipment and materials Storage for materials Books Web sites File folders and photos Slide show of student work</p>	<p>appropriate materials Reminders or keys to working in the studio environment Time management Attending to individual students Demonstrations Help with hollowing</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>Planning and executing the jar demands multiple stages and many opportunities for constructive criticism and self-assessment</p>	<p>Group critique and ideas</p>	<p>Discussion about revision Review Sketches vs final form</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>Demonstrates continued growth in terms of artistic development that is age appropriate Demonstrates continued development in workmanship</p>	<p>Storage for work waiting to be displayed</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>Demonstrate and ability to choose their best work for exhibition</p>	<p>Display case and school and community exhibitions</p>	<p>Scheduling displays Creating exhibitions</p>	<p>WAC Communication Speaking rubric</p>
<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>	<p>Demonstrates the ability to present at school fair and NRAS student invitational exhibit</p>	<p>Materials Digital photography of exhibition items</p>	<p>Photographing student work</p>	<p>WAC Collection of work Preliminary portfolio CFA/CSAs</p>
<p>4.14 Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles</p>	<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 Art History Website information</p>	<p>Technology in the studio Introduction of examples of each style to the class so examples may be discussed</p>	<p>Communication Rubric</p>

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 on one critique Peer assessment	WAC CFAs CSAs Communication Rubric
Framework Standard 5: Critical Response 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.	Content / Skills	Resources	Instructional Strategies	Assessments
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	Art books Web sites	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 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 Compare and contrast contemporary and historic works	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	Art history texts Web sites Art Periodicals	Introduce specific artists and art history	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	Websites Periodicals Newspaper articles	Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment Discussion	Rubric Participation in discussions
Framework Standard 6: Connections: Purposes and Meanings in the Arts: Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where	Content / Skills	Resources	Instructional Strategies	Assessments

appropriate				
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Read about the historic use of jars	Art history books Web sites	Museum/gallery visits Discussions of artists	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	Research the idea of form versus function	Visuals Art History Periodicals Web research	Discuss form versus function	Communication Rubric-speaking, listening, writing and reading
6.7 compare examples of works in one arts domain from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical events	Research jars from several cultures to determine how utilitarian vessels could be works of art	Web sites Art books	Discussion of aesthetics in every day items	Participation in discussions
6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	Research lidded vessels	Web sites	Discussion	Participation Effort
Framework Standard 7: Connections Roles of Artists in the Communities Students will describe the roles of artists, patrons, cultural organizations and institutions in societies of the past and present	Content / Skills	Resources	Instructional Strategies	Assessments
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	Relate to an artist in their family or community Demonstrate an awareness	Contact Communication Electronic media	Discussion on the role that an artist has in a community and	Discussion

achievements	of how these artists work and what they have achieved	Local paper	in our society and relate how their achievements have been portrayed	
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
Framework Standard 8: Connections, Concepts of style, stylistic influence, and stylistic change 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.	Content / Skills	Resources	Instructional Strategies	Assessments
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 history 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 on similarities and differences	Art History from ancient to contemporary	Identify eras and styles, cultures, traditions, and 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 vessels Research cultural groups	Examples to illustrate features of a certain style Cultural Traditions	CFAs, CSAs, WAC 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	Research innovation and tradition in the arts	Art history Web sites	Art History Perspectives in Art History	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 lidded vessels	Art History Web sites	Discussion of stereotypes about styles	Communication rubric-speaking WAC CFAs CSAs
8.11 Identify and analyze examples of artistic and/or literary allusions in works of dance, music, theatre, and visual arts and architecture	Research into the arts	Websites	Discussions with music and theatre teachers	Participation Effort
Framework Standard 9: Connections: Inventions, Technologies, and the Arts Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	Content / Skills	Resources	Instructional Strategies	Assessments
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Compare and contrast the arts of two historical periods	Technology/internet/research Periodicals	Suggest research sites	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 jars and artifacts	Museums Books Art history Website information Galleries	Show traditional and contemporary vessels	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	Technologies of the past are used for most lidded vessels	Websites	Communication Reading Writing	WAC Communication Rubric-speaking & writing
Framework Standard 10: Connections Interdisciplinary Connections 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.	Content / Skills	Resources	Instructional Strategies	Assessments

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	Web sites	Discussions of local museums	Rubric Effort and participation

3-D Design III:

unleveled semester course 4 credits

By the end of extended study in grades 9 -12 **UNIT 3**

Unit: Gargoyle Sculpture in Stoneware
Essential Questions: What are gargoyles and what are they used for? Why are our sculptures really grotesques rather than gargoyles? What are the properties of stoneware clay and how do these properties enhance the gargoyles/grotesques? Why are not all grotesques, gargoyles, but all gargoyles are grotesques

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.				

Students will 1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.	Sculpt a gargoyle/grotesque from stoneware clay using the high fire properties of stoneware with its black manganese specks to give the sculpture the illusion of carved stone without the application of glazes	Stoneware clay to be kiln fired to cone 5 File folders—gargoyles, grotesques, griffins www.youtube.com www.gargoyles.cathedral.org www.stonecarver.com Video documentary: Gargoyles, Guardians of the Gate	Show the video documentary: Gargoyles, Guardians of the Gate Discuss the video, ask why what we make are not technically gargoyles Show examples of the fired clay Demonstrate working with stoneware and explain the differences between porous and vitreous clay	Classroom demonstration One to one Small group instruction Production of sketches of possible sculptures WAC assignment—brainstorming gargoyles
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 Gargoyles, grotesques, and griffins	www.gargoylestuary.com www.medievalcollectibles.com www.designtoscano.com	List websites that may provide information on gargoyles	Illustrate web site research Sketches and ideas expressed
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>	Make a series of sketches of different gargoyles, griffins and chimera to determine which would translate best into a clay sculpture	Visuals from file folders and websites	Discussion of different sculpture techniques and the best way to attach spikes, claws, wings and other embellishments	Observation of students' work in progress
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	Discussions of clay dust hazards that were addressed in the introductory course		
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 from sketches the ones that would be the most conducive to a successful clay sculpture while understanding that clay needs to be supported while being carved, unlike stone	www.youtube.com--gargoyles www.stonecarver.com www.gargoyles.cathedral.org-Interactive Interactive Gargoyle Map	Discuss with students their ideas and suggest ways for them to be successful with spikes, wings, and horns as attachments after the sculpture is hollowed	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 a mastery of stoneware with the gargoyle/grotesque sculpture and	Demonstration Individual student exploration Art books	Demonstrating various techniques Discussing techniques to	Creativity, effort

	the succeeding sculpture made from the process of hollowing the sculpture, or the “gargoyle guts”	Stoneware file folder	try	
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.	Reminding students of safety in the classroom that they learned in a previous 3-D Design class	Posted information Storage areas Rules in regard to handling, utilizing, and maintaining Review	Communicate about safety in the studio environment	School Wide Rubric: Speaking as a means of communication
Framework Standard 2: Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design	Content / Skills	Resources	Instructional Strategies	Assessments
2.12 Apply knowledge of color theory to a project	Use of the high fire black manganese specks to enhance the sculpture	Visuals Stoneware file folder Fired examples in the classroom	Demonstrate the process of “antiquing” to add more depth to the piece	Rubric Effort, participation
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	Students discuss with peers the use of the elements of art in their sculptures	Descriptions and definitions about the elements used and where they are used	Explain the elements of art and their use in sculpture	Participation
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 is unique to the student	Visuals Student samples Examples from Art History	Discuss the various styles of gargoyles present on the National Cathedral in Washington, D.C. which were sculpted by many different artists over many years	Individual expression Effort

Framework Standard 3: Observation, Abstraction, Invention, Expression: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	Content / Skills	Resources	Instructional Strategies	Assessments
3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations	This has been addressed in previous lessons			
3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas	Gargoyles represent the distinct point of view of the creator	Stoneware clay Imagination Visuals of previous student work	Reinforcement of creative ideas by the teacher	Exhibit 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	Symbolism is a very important part of historic gargoyles	Listing of symbols known to be used in gargoyles, e.g.: Lions and eagles symbolize strength and power	Discuss Bestiary—a collection of stories describing symbolism of animals in the Middle Ages	Participation in discussions
Framework Standard 4: Drafting, Revising, and Exhibiting Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	Content / Skills	Resources	Instructional Strategies	Assessments
4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings <ul style="list-style-type: none"> • Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals; • Organize: choose 	Students will conceptualize in sketches of ideas for their sculptures Students will imagine the final project with all its details and possible antiquing. Goals will be set for completion in order for all sculptures to be included in the separate stoneware firing to cone 5	Web sites File folders-gargoyles Schedule and timeline posted	Provisioning of appropriate materials Reminders of keys to working in the studio environment Discussion of the need to have only one high fire firing that must include all projects	WAC Speaking about concepts Completion of project on time

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; Complete: prepare work for presentation or exhibition	Students may decide during the sculpture that it is too ambitious and may have to revise their expectations			
4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment	Students will receive positive reinforcement and suggestions for improvement throughout the various stages of sculpture	One on one Group Peer critique	Discussion about revision Review Sketches to final form	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 Work goes home and is returned for exhibits and shows Craftsmanship/growth	Maintenance of storage and display facilities Installing work in exhibitions	Review Reflection Rubric with self reflection
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 in school and community	Schedule and install exhibitions	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	Seniors will present a selection of their art work from their high school career at the school fair	Scheduling and set-up of show	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 at their level of artistic development and to compare and contrast between historic and contemporary styles	Students' portfolios and digital records of works	Technology in the studio Introduction of different styles to the class so examples may be discussed	Communication Speaking Rubric
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, Senior retrospective	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

Framework Standard 5: Critical Response 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.	Content / Skills	Resources	Instructional Strategies	Assessments
5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary	Students will compare the uses of symbolism in their peer’s gargoyles	Examples of student work	Teacher led discussions of use of symbolism	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 gargoyles Report on the use gargoyles to decorate cathedrals	Texts Museum websites www.gargoyles.cathedral.org Interactive Gargoyle Map www.medievalcollectibles.com	Introduction to research and findings	Communication-Speaking rubric 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	Art History texts Web sites	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	Analyze symbolism and its use in gargoyles	Art history texts	Discussion of Bestiary—a collection of stories describing symbolism of animals in the Middle Ages	Writing/reporting Communication/speaking rubric
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 gargoyles and discuss what is perceived	Time research	Communicate about art, artists and how art may be perceived by others in a gallery, museum or work environment	Participation in discussions
Framework Standard 6: Connections: Purposes and Meanings in the Arts: Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created,	Content / Skills	Resources	Instructional Strategies	Assessments

and, where appropriate				
6.5 Interpret the meanings of artistic works based on evidence from artists' biographies,	Interpret the symbolism in gargoyles on medieval cathedrals	Art history Video—Gargoyles: Guardians of the Gate	Websites Explanations of Bestiary	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	Develop an understanding of gargoyles that have practical functions as water spouts as opposed to grotesques which are just symbolic sculptures	Visuals Art History Web research	Discuss form versus function	Communication Rubric-speaking, listening, writing and reading
6.7 compare examples of works in one arts domain from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	Discuss the differences and similarities in gargoyles sculpted in the Middle Ages to those being produced today	Web sites Art History books	Discuss the functions of gargoyles in both useful and aesthetic terms	Speaking Rubric
6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events	Compare gargoyle sculptures from the Middle Ages to paintings of the same era in light of beliefs and customs of the times	Web sites Art History and History books	Discuss the religion and the arts of the times	Communication rubric-speaking
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	Content / Skills	Resources	Instructional Strategies	Assessments
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 Look at current catalogs and	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

	magazines to determine the popularity of contemporary gargoyles			
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 CFAs/CSAs questions
Framework Standard 8: Connections, concepts of style, stylistic influence, and stylistic change 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.	Content / Skills	Resources	Instructional Strategies	Assessments
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 gargoyles produced for the National Cathedral in Washington, D. C. with the ones currently being sculpted for the ongoing work on Gaudi's cathedral in Barcelona, Spain	www.catedralbcn.org www.gargoyles.cathedral.org	Present web sites to compare and contrast	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	Study Sagrada Familia in Barcelona to understand how the traditions have changed as the cathedral's building is progressing	www.w3.bcn.cat www.Sagradafamilia.cat	Identify eras and styles Identify traditions Identify genres	WAC 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 in the cathedrals of the world	www.gargoylegothica.com www.thefaithfulword.org/gargoyles www.weburbanist.com/.../gargoyles	Show visuals of cathedrals across the Western world Video: Gargoyles, Guardians of the Gate	CFAs WAC CSAs
8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts	Investigate the use of modern materials in sculpting and repairing gargoyles today	Video: Gargoyles, Guardians of the Gate	Show video which discusses innovations in maintaining gargoyles and grotesques	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 found in grotesques and speak about how these characteristics describe a period or culture	www.aviewoncities.com/.../notredame www.gargoylegothica.com	Identify web sites	WAC CFAs CSAs
8.11 Identify and analyze examples of artistic and/or literary allusions in works of dance, music, theatre, and visual arts and architecture	Find examples of gargoyles on architecture within 100 miles of your home	Google search—"gargoyles on cathedrals", click places, maps will pop up with locations of gargoyles near your location	Describe the google search to help students find local architectural embellishments	Rubric Effort, Participation
Framework Standard 9: Connections: Inventions, Technologies, and the Arts Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	Content / Skills	Resources	Instructional Strategies	Assessments
9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts	Compare the production of grotesques carved in the Middle Ages with the sculptures being added to contemporary cathedrals	Technology/internet/research Periodicals Museums Artifacts	View the video Gargoyles, Guardians of the Gate which shows contemporary work	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.	Contemporary grotesques often use new materials made to look like traditional historical materials	Museums Books Art history Website information Galleries	Show visuals of ancient and contemporary grotesques, gargoyles, griffins and chimera	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	Contemporary sculptors at the National Cathedral and at Sagrada Familia use many of the methods from the Middle Ages	Websites Video	Discussions Showing Video	WAC Communication Rubric-speaking & writing
Framework Standard 10: Connections Interdisciplinary Connections 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.	Content / Skills	Resources	Instructional Strategies	Assessments
10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines	Students will use their knowledge of gargoyles, grotesques, griffins, and chimera to identify such decorations on contemporary buildings	Boston architecture, surrounding communities with art/cultural centers such as Pilgrim Monument in Plymouth, Hammond Castle Museum in Gloucester and the Seaport World Trade Center in Boston	Introduce various venues to students Field trips Homework trips to visit local buildings and monuments	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	Local cultural institutions Art History books	Introduce students to cultural institutions	Review Report Communicate Exhibit and display