



Fine & Performing Arts Department Curriculum Guide

3D/Ceramics 2 – CP

Course Description
<p>This course builds on the knowledge, skills and content from 3D Art/Ceramics 1. Students will learn more advanced techniques, in addition to using previously learned techniques in more innovative, conceptual, and sophisticated ways. Students will increase their skills using clay and a variety of other 3D media including glass, metal, natural materials, found objects, wire, wood, paper-maché, and reused/recycled materials. Students taking this course will complete research projects containing artistic, writing, and computer presentation components to expand their knowledge of the history of ceramics and sculpture, and the contemporary world of 3D Art and its artists. This course emphasizes collaboration, critical thinking, and creative problem solving. Priority given to grade 10-11 students.</p>
Content Standards
<p>Cluster 1: Creating art with artistic intent. Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.</p> <p>Practice 1. Generate and conceptualize artistic ideas and work. Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.</p> <p>Practice 2. Organize and develop artistic ideas and work. Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.</p> <p>Practice 3. Refine and complete artistic work. Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate. Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.</p> <p>Practice 4. Select, analyze, and interpret artistic work for presentation. When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.</p> <p>Practice 5. Develop and refine artistic techniques and work for presentation. Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.</p> <p>Practice 6. Convey meaning through the presentation of artistic work. Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p>Cluster 3: Responding to arts through intellect and emotion. Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?</p> <p>Practice 7. Perceive and analyze artistic work. Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p>Practice 8. Interpret intent and meaning in artistic work. Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p>Practice 9. Apply criteria to evaluate artistic work. Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge. Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.</p> <p>Practice 10. Synthesize and relate knowledge and personal experiences to make art. Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p>Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding. Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p>



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Units	Essential Questions
Homage to Master Sculptor: Artwork	<ul style="list-style-type: none"> How do people promote awareness and understanding of their lives through art-making? How can you pay homage to another artist while making the artwork your own?
Slide Presentation: Homage to Master Sculptor	<ul style="list-style-type: none"> How does learning about art and artists impact how we perceive the world? How does art help us understand the lives of people from different times and cultures?
Coil Pot with Attachments (Clay)	<ul style="list-style-type: none"> Is form as important as function? What conditions support creative thinking? What factors prevent or encourage people to take creative risks?
Weaving Into Clay	<ul style="list-style-type: none"> How can we challenge our idea of sculpture? How can non-traditional materials be incorporated into a clay piece? How can we consider how different materials interact with each other? How can we understand the involvement of multiple step processes?
Sculpting Human Face (Clay)	<ul style="list-style-type: none"> How do artists determine what resources are needed to formulate artistic investigations?
Geometric Sculpture (Cardboard & Paper Mache)	<ul style="list-style-type: none"> How do you make a material that is 2-D/flat into something that is 3-D? How can you create a work of art that can be viewed from multiple angles?
Complex Slab Form (Clay)	<ul style="list-style-type: none"> How do you make a 2-D/flat surface no longer flat/ 3-D? How can you add dimension to a shape to make it a form?
Repurposed Book Sculpture	<ul style="list-style-type: none"> How can an everyday object become a work of art? How can a discarded object be transformed into a sculpture?
Fused Glass Tile	<ul style="list-style-type: none"> How can cut glass be layered to achieve purposeful effects? How can glass be formed in a ceramic kiln? Why do people value objects and artworks?
Face Vessel (Clay)	<ul style="list-style-type: none"> What are the special qualities of clay that allow it to be both sculptural and functional?



Units	Essential Questions
Kinetic Sculpture inspired by Calder	<ul style="list-style-type: none"> ▪ How can one integrate aesthetics with technical considerations? ▪ How can we gain inspiration from artists of the past?
Found Object Assemblage	<ul style="list-style-type: none"> ▪ How can we arrange found objects to make a creative and interesting sculpture? ▪ How can we see objects function differently from how they are intended to function? ▪ How do we see objects as something they are not? ▪ How do artists learn from trial & error? ▪ Are creativity and innovative thinking skills that can be developed?