

<b>Planned Course: Clay, Metal, and World Arts</b>	<b>Course Number: AH812</b>	<b>Department: Art</b>	
<b>Unit: Clay</b>	<b>Grade Level: 9-12</b>		
<b>Estimated Time: Integrated with Purpose segment units</b>	<b>Level/Track: Mid</b>	<b>Date Approved: 8/8/2011</b>	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>

<p>9.1.12 F Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition</p> <p>9.2.12 L Identify, explain and analyze common themes, forms, and techniques from works in the arts</p> <p>9.4.12 B Describe and analyze the effects that works in the arts have o group, individuals, and the culture</p> <p>9.1.12 A Know and use the elements and principles of each art form to create works in the arts and humanities</p> <p>9.1.12 B Recognize,, know, and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works in the arts</p>	<p>◀ Do students recognize and demonstrate connections between art materials and techniques to cultural or historical contexts?</p> <p>◀ Can students recognize, know and effectively apply art elements and principles in creating their own original works in clay? (IE: rhythm, scale, balance, unity, and emphasis)</p>	<p>Integrated with Global Arts / Purpose Units</p> <p>Small group activity: students accurately match ceramic examples with their predominate principle and / or element</p> <p>Sketchbook assignment: sketch potential ceramic designs applying art elements and principles</p> <p>Students create an original</p>	<p>In-progress teacher observation of student participation and comprehension demonstrated in discussions and activities about clay works, including, but not limited to: vocabulary use, demonstrated knowledge of art elements and principles</p> <p>Completion, creativity, and design components of sketchbook assignments</p> <p>Informal in-progress critiques between student / teacher of student artworks: Craftsmanship Application of art elements and principles Safe use of materials, tools, and equipment Application of clay techniques (See global arts units for specific style / culture components)</p> <p>Final teacher rubric of completed student art works</p>
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9.1.12 G Analyze the effect of rehearsal and practice sessions		ceramic work effectively applying art elements and principles. Integrated with ceramic works within this unit. (Such as: a pottery vessel with symmetrical balance)	based on given criteria, including: Craftsmanship of clay techniques, Principles and elements, and Cultural connections (see integrated global arts unit for details)
9.1.12 B Recognize, know use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts	◀ Can students demonstrate care and respect, through quality craftsmanship in their own original ceramic works?	Integrated into original student works in clay	
9.1.12 H. Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts at work and performance spaces	◀ Can students use materials, tools and equipment safely and responsibly in creating original works in clay? (Ex: safe use of clay knives, keeping clay at appropriate moisture levels, even slab rolling, etc.)	Teacher demonstrations of material, tool and equipment care (ex: pottery wheel cleanup, safe clay knife use, etc.)  Students use materials, tools and equipment safely and responsibly throughout the creating process of their own original works	



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9.1.8 J Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others	clay? (IE: pinch-pot, coiling, throwing on the wheel, slab-molding)	traditional pottery forming techniques (Can be integrated into a work with multiple clay building methods)	
9.1.12 E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques	◀ Can students understand and effectively apply surface finishing techniques in their own original works in clay? (IE: smoothing, sanding, texturizing, glazing, etc.)	Students draw comparisons of works with finishing techniques, and those without	
9.1.8 J Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others		Teacher demonstration of surface finishing techniques to be applied to student ceramic projects	
		Students apply finishing techniques to their own original ceramic works	
9.3.12 B Determine and apply criteria to a person's work and works of others in the arts	◀ Can students explain, analyze, or critique the use of clay techniques in their artworks or the works of others	Integrated in unit activities	
		Class critique of student works, specifically addressing	

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	(applying appropriate art vocabulary)?	the success of clay techniques (ex: glaze running or spotting due to mixed application)	