

CURRICULUM FRAMEWORK

CONTENT AREA: VISUAL ARTS

GRADE LEVEL/COURSE: CERAMICS/SCULPTURE

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p>STANDARDS/BENCHMARKS</p> <p><i>(What should students know or do by the end of a unit(s) in this time period? How could they be grouped into units of instruction?)</i></p> <ol style="list-style-type: none"> Students recognize and use visual arts as a form of communication Students know and apply elements of art, principles of design and expressive features of visual arts. Students know and apply visual arts materials, tools, techniques and processes Students relate the visual arts to various historical and cultural traditions Students analyze and evaluate the characteristics, merits, and meaning of works of art. 	<p>Standard 2: Students know and apply elements of art, principles of design and expressive features of visual arts.</p> <p>Standard 3: Students know and apply visual arts materials, tools, techniques and processes</p> <p>Elements focus</p> <ul style="list-style-type: none"> -Line -Value -Shape and form -texture -Space -Color <p>Principles</p> <ul style="list-style-type: none"> -Balance -Proportion -Emphasis -Variety -Repetition -Contrast -Movement 	<p>Standard 2: Students know and apply elements of art, principles of design and expressive features of visual arts.</p> <p>Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.</p> <p>Elements focus</p> <ul style="list-style-type: none"> -Line -Value -Shape and form -texture -Space -Color <p>Principles</p> <ul style="list-style-type: none"> -Balance -Proportion -Emphasis -Variety -Repetition -Contrast -Movement -Harmony 	<p>Standard 1: Students recognize and use visual arts as a form of communication</p> <p>Standard 3: Students know and apply visual arts materials, tools, techniques and processes</p> <p>Standard 4: Students relate the visual arts to various historical and cultural traditions</p> <p>Elements focus</p> <ul style="list-style-type: none"> -Line -Value -Shape and form -texture -Space -Color <p>Principles</p> <ul style="list-style-type: none"> -Balance -Proportion -Emphasis -Variety -Repetition -Contrast -Movement -Harmony -Rhythm and unity 	<p>Standard 1: Students recognize and use visual arts as a form of communication</p> <p>Standard 3: Students know and apply visual arts materials, tools, techniques and processes</p> <p>Standard 4: Students relate the visual arts to various historical and cultural traditions</p> <p>Elements focus</p> <ul style="list-style-type: none"> -Line -Value -Shape and form -texture -Space -Color <p>Principles</p> <ul style="list-style-type: none"> -Balance -Proportion -Emphasis -Variety -Repetition -Contrast -Movement -Harmony -Rhythm and unity -Pattern

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<p>PERFORMANCE ASSESSMENT <i>(How do we know students have mastered the benchmarks- what forms of assessment meet the requirements of the benchmark?)</i> Criteria for assessment</p> <ul style="list-style-type: none"> -Impact of performance -Work quality and craftsmanship -Adequacy of methods and behaviors -Validity of content -Degree of expertise <p>VALIDATION Isolated skill performances, tests, quizzes etc.</p>	<ol style="list-style-type: none"> 1. Art production rubric 2. Self evaluation 3. Teacher evaluation 4. Group critiques 5. Tests, quizzes 	<ol style="list-style-type: none"> 1. Art production rubric 2. Self evaluation 3. Teacher evaluation 4. Group critiques 5. Tests, quizzes 	<ol style="list-style-type: none"> 1. Art production rubric 2. Self evaluation 3. Teacher evaluation 4. Group critiques 5. Tests, quizzes 	<ol style="list-style-type: none"> 1. Art production rubric 2. Self evaluation 3. Teacher evaluation 4. Group critiques 5. Tests, quizzes
<p>TOPICAL or CURRICULUM ALIGNMENT</p> <p>Ex: Genres and materials <i>(What learning experiences will help students master the benchmarks in this time period?)</i></p> <ul style="list-style-type: none"> • activity 	<p>I. Unit 1 Drawing</p> <ul style="list-style-type: none"> • cartoons • still life drawing • texture study paper <p>II. Unit 2 Relief sculpture</p> <ul style="list-style-type: none"> • aluminum relief sculpture <p>III. Unit 3 Color</p> <ul style="list-style-type: none"> -properties of color • expressive/abstract • life path design 	<p>IV. Unit 4 Color schemes</p> <ul style="list-style-type: none"> • masks • wire • sand casting <p>V. Unit 5 Art History</p> <ul style="list-style-type: none"> • stone introduction, pigment, binders • Egyptian cartooche 	<p>V. Art History (con't)</p> <ul style="list-style-type: none"> -Ancient cultures- Japan, China, India, Meso • Pinch pot -Introduction to clay techniques and ancient Greeks • Coil pot -Pre-Columbian/ Meso Americas and Native American • Ancient influence clay vessel motif -Timeline 1300 BC-800 AD • Slab box • Mug 	<p>VI. Unit 6 Human form</p> <ul style="list-style-type: none"> • clay portrait <p>VII Unit 7 Architecture</p> <ul style="list-style-type: none"> • Building relief sculpture <p>VIII. Unit 8 Exploration and enrichment</p> <ul style="list-style-type: none"> • clay, metal, foun object, mosaic, batik • possible public sculpture <p>IX. Unit 9 Exhibition and presentation</p>
<p>COMPETENCIES <i>(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)</i></p>	<ol style="list-style-type: none"> 1. Research 2. Problem solving 3. Creative problem solving 4. Communication 5. Goal setting 			→
<p>INSTRUCTIONAL STRATEGIES</p>	<ol style="list-style-type: none"> 1. Resources as visual exemplars 2. Hands on skill building 3. Field trips 			→

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