

Department of Equity, Curriculum and Instruction

# Ceramics

Visual Art

Grades 6 - 8 / Level

Elective Overview

Revised: August 2019

Approved by the Montclair Board of Education: August 2019



Montclair Public School Elective Overview

Instructional Plan

**Course:** Ceramics

**Marking Period or Trimester:** Semester 1 and 2

**Pacing:** 20 weeks

**Description:** This class will concentrate on hand-building techniques such as score and slip, slab, coil, and pinch. Students will learn about firing a kiln and explore a variety of glazes, decorating, and texturing techniques. If students repeat the class, projects and techniques will become more complex and instruction will become increasingly individualized.

NJSLS

**Anchor Standard:** 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**Strand 1:** 1.1.8.D.1: Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.

**Strand 2:** 1.1.8.D.2: The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

Framing the Learning

Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Minimum of 5 projects over the	All students will demonstrate an understanding of the elements and principles that govern the creation of	<ul style="list-style-type: none"> <li>Can ceramics convey feelings and emotions? If so, how?</li> </ul>	<ul style="list-style-type: none"> <li>Underlying structures in art can be found via analysis and inference.</li> </ul>

course of the semester.	works of art in visual art.	<ul style="list-style-type: none"> <li>• What is the history of clay? Where does it come from?</li> <li>• How do different cultures utilize clay as a part of their cultural expression?</li> <li>• In what ways is ceramics indicative of the kind of culture that created it?</li> <li>• Can the elements of art and principles of design be exhibited through ceramics?</li> </ul>	<ul style="list-style-type: none"> <li>• Intentional use of elements and principles support creation of art compositions.</li> <li>• Breaking accepted norms often gives rise to new forms of artistic expression.</li> </ul>
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Evidence of Learning
<ol style="list-style-type: none"> <li>1. Journal - Students will complete journal work that shows the journey they have traveled throughout their painting course. Journal work will include multiple things: definitions, do now questions from the teacher requiring answers, self-reflection, and self-grading.</li> <li>2. Rubrics – All projects will have a rubric evaluation that the teacher will grade them with.</li> <li>3. Self-Evaluation – Oftentimes the self-evaluation will be completed in their journal, but sometimes students may complete a written self-assessment.</li> <li>4. Quizzes &amp; Tests – Quizzes and/or tests may be completed throughout the semester to determine whether students are on track for the course’s stated goals and objectives.</li> </ol>

Activities
<p>Students will complete multiple ceramics projects throughout the course of the semester. Projects may include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. History of clay described through the creation of pinch pots. Pinch pots created by various cultures will be part of the lesson</li> <li>2. Coil pots will be designed second to show the evolution of clay as a work of art versus just for practical necessity. Glaze will also be introduced to the students.</li> <li>3. Slab Pots will be formed and a compare and contrast chart will be created so that students may see parallels as well as differences between the three distinctive types of clay project construction.</li> <li>4. A study of how the kiln works, as well as how glazes assist in improving the look of ceramics will be introduced to the students. Students will create identical tiles and experiment on those tiles, each with a different type of glaze, color of glaze, and application of the glaze. While baking, students</li> </ol>

will make predictions in their journals as to what each tile is going to look like when complete. When finished baking, students will then document what their tiles truly ended up looking like and whether they were right or wrong with their predictions. Additionally, the tiles will then be incorporating into a culminating project where each is displayed in a way to enhance the completed piece.

5. Students will create a vessel of their choice utilizing one of the previously learned formation techniques, as well as putting their glaze knowledge to use by planning their colors and their application technique.

**DIFFERENTIATION**

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading and tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports</li> <li>NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

