

| Week | Marking Period 1 | Week | Marking Period 3 |
|------|-------------------------------|------|-------------------------------|
| 1 | Forming/Sculpting | 21 | Forming/Sculpting |
| 2 | Advanced Wheel Throwing | 22 | Advanced Wheel Throwing |
| 3 | Advanced hand building | 23 | Advanced hand building |
| 4 | Mixed Media | 24 | Mixed Media |
| 5 | Glaze, Fire, Clay Exploration | 25 | Glaze, Fire, Clay Exploration |
| 6 | Clay Exploration | 26 | Clay Exploration |
| 7 | Clay Exploration | 27 | Clay Exploration |
| 8 | Glaze Exploration | 28 | Glaze Exploration |
| 9 | Glaze Exploration | 29 | Glaze Exploration |
| 10 | Raku | 30 | Raku |
| Week | Marking Period 2 | Week | Marking Period 4 |
| 11 | Independent Study/Portfolio | 31 | Independent Study/Portfolio |
| 12 | Research and Development | 32 | Research and Development |
| 13 | Research and Development | 33 | Research and Development |
| 14 | Portfolio development | 34 | Portfolio development |
| 15 | Portfolio Development | 35 | Portfolio Development |
| 16 | Portfolio Development | 36 | Portfolio Development |
| 17 | Career Opportunities | 37 | Career Opportunities |
| 18 | Research Colleges and Careers | 38 | Research Colleges and Careers |
| 19 | Career Experience | 39 | Career Experience |
| 20 | Portfolio Show | 40 | Portfolio Show |

| Time Frame | Week 1-4 |
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| Topic | |
| Forming/Sculpting | |
| Essential Questions | |
| What are the limitations in ceramic construction? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • Students will use media, techniques, and processes to understand and express visual elements and principles • Students will use subject matter, symbols, and to make connections between art and other disciplines. • Students will understand that art is the essential core, which reflects, records, and shapes the history and development of culture. • Students will respond to works of art through analysis and interpretation. • Students will continuously examine, assess, and improve work. | |
| Alignment to NJCCCS | |
| <ul style="list-style-type: none"> • AR.9-12.1.1.12.D-Understanding Visual E&P • AR.9-12.1.4.12.A-Aesthetic Responses • 9-12.1.1.12.B-Creativity & Innovation • AR.9-12.1.3.12 – Synthesis & Creation • AR.9-12.1.2.12A- History & Culture | |
| Key Concepts and Skills | |
| <ul style="list-style-type: none"> • Select and apply ceramics media, techniques, technology and processes. • Initiate and solve challenging problems in construction and form development. • Select and develop an area of concentration within ceramics to be used as a means of self-expression. • Reflect critically on various interpretations of a specific theme in ceramics. • Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content • Combine symbols and form in a conceptual piece. • Keep a portfolio of ideas, inspirational pictures and sketches for future works. • Discuss contemporary issues that face today's potters and artists. | |
| Learning Activities | |
| <ul style="list-style-type: none"> • Production pottery on the wheel, bowls, lids, teapots, large forms, altered and composite forms. • Sculpture: animals, portraits, conceptual, Abstract and/or non-objective sculpture • Mixed Media • Extruder and mold forming and usage, composite pieces • Self-directed and self-selected projects | |
| Assessments | |
| <ul style="list-style-type: none"> • Projects • Worksheets • Journal | |

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| <ul style="list-style-type: none"> • Sketches • Examples/Maquettes • Informative and Summative • Critiques and Analysis | | | | | | | |
| 21st Century Skills | | | | | | | |
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Skills | X | Information Literacy | X | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> • Math • History • Technology | | | | | | | |
| Technology Integration | | | | | | | |
| <ul style="list-style-type: none"> • Potters Wheel • Internet • Power Point • Chrome Book • Pinterest | | | | | | | |

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| Time Frame | Week 5-10 |
| Topic | |
| Glaze, Fire, Clay Exploration | |
| Essential Questions | |
| How are clay bodies formulated | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • Students will use media, techniques, and processes to understand and express visual elements and principles • Students will use subject matter, symbols, and to make connections between art and other disciplines. • Students will understand that art is the essential core, which reflects, records, and shapes the history and development of culture. • Students will continuously examine, assess, and improve work. | |
| Alignment to NJCCCS | |
| <ul style="list-style-type: none"> • AR.9-12.1.1.12.D-Understanding Visual E&P • AR.9-12.1.4.12.A-Aesthetic Responses • 9-12.1.1.12.B-Creativity & Innovation • AR.9-12.1.3.12 – Synthesis & Creation • AR.9-12.1.2.12A- History & Culture | |
| Key Concepts and Skills | |
| <ul style="list-style-type: none"> • Select and apply ceramics media, techniques, technology and processes. • Initiate and solve challenging problems in construction and form development. • Select and develop an area of concentration within ceramics to be used as a means of self-expression. • Keep a portfolio of ideas, inspirational pictures and sketches for future works. • Research contemporary ceramics artists, the techniques, and the philosophy behind their work. | |
| Learning Activities | |
| <ul style="list-style-type: none"> • Students will reclaim clay when needed for their projects • Students will experiment with Raku clay and glaze • Student will create test tiles and record and analyze results in their journals. • Students will load and unload a kiln for a bisque and/or glaze fire. • Student will use their glazes to enhance their works. • Student will maintain equipment and assist in material inventories. • Wax resist techniques • Firing of altered clay bodies • Decorating techniques: mishima, applique, and marbling on a variety of ware | |
| Assessments | |
| <ul style="list-style-type: none"> • Projects • Worksheets • Journal • Raku • Sketches | |

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|---|------------|----------|----------------------|----------|----------------|----------|---------------|
| <ul style="list-style-type: none"> • Examples/Maquettes • Informative and Summative • Critiques and Analysis | | | | | | | |
| 21st Century Skills | | | | | | | |
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Skills | X | Information Literacy | | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> • Math • Science • Technology | | | | | | | |
| Technology Integration | | | | | | | |
| <ul style="list-style-type: none"> • Electric Kiln • Potters Wheel • Pinterest • Internet • Power Point • Chrome Book | | | | | | | |

| Time Frame | Week 11-16 | | | | | | |
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| Topic | | | | | | | |
| Independent Study/Portfolio | | | | | | | |
| Essential Questions | | | | | | | |
| How can ceramics stretch the limits of creativity and self-exploration? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> • Students will use media, techniques, and processes to understand and express visual elements and principles • Students will use subject matter, symbols, and to make connections between art and other disciplines. • Students will understand that art is the essential core, which reflects, records, and shapes the history and development of culture. • Students will respond to works of art through analysis and interpretation. • Students will continuously examine, assess, and improve work. | | | | | | | |
| Alignment to NJCCCS | | | | | | | |
| <ul style="list-style-type: none"> • AR.9-12.1.1.12.D-Understanding Visual E&P • AR.9-12.1.4.12.A-Aesthetic Responses • 9-12.1.1.12.B-Creativity & Innovation • AR.9-12.1.3.12 – Synthesis & Creation • AR.9-12.1.2.12A- History & Culture | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| <ul style="list-style-type: none"> • Select and apply ceramics media, techniques, technology and processes. • Initiate and solve challenging problems in construction and form development. • Select and develop an area of concentration within ceramics to be used as a means of self-expression. • Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content | | | | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> • Student will create a series of self-directed pieces, which demonstrate research and growth in skills, problem solving and creativity. • Student will present a portfolio of their works for review, possibly by means of an art gallery show • Student will create a journal of contemporary or historical pottery, sculptures or techniques, which have influenced the student's own exploration in clay. | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> • Projects/portfolio • Worksheets • Journal • Sketches • Informative and Summative • Critiques and Analysis | | | | | | | |
| 21st Century Skills | | | | | | | |
| X | Creativity | X | Critical Thinking | X | Communication | | Collaboration |

| X | Skills | X | | X | |
|--|--------|---|--|---|--|
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none">• History• Language Arts• Science• Technology• Math | | | | | |
| Technology Integration | | | | | |
| <ul style="list-style-type: none">• Electric Kiln• Potters Wheel• Pinterest• Internet• Power Point• Chrome Book | | | | | |

| Time Frame | Week 17-20 |
|--|-------------------|
| Topic | |
| Career Opportunities | |
| Essential Questions | |
| How can ceramics be used to further my artistic, educational and career goals? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • Students will use subject matter, symbols, and to make connections between art and other disciplines. • Students will understand that art is the essential core, which reflects, records, and shapes the history and development of culture. • Students will respond to works of art through analysis and interpretation. • Students will continuously examine, assess, and improve work. | |
| Alignment to NJCCCS | |
| <ul style="list-style-type: none"> • 9-12.9.3.12.C-Career Awareness • 9.1.12.B - Creativity • 9.1.12.E – Communication • VPA: AR.9-12 1.1.12 Elements and Principles • AR.9-12.1.1.12 History of Arts & Culture • AR.9-12.1.3.12.D Synthesis and Creation • AR.9-12.1.4.12. A&B Aesthetic Response & Critique | |
| Key Concepts and Skills | |
| <ul style="list-style-type: none"> • Students will research ceramics related careers. • Discuss contemporary issues that face today's potters and artists. • Research contemporary ceramics artists, the techniques, and the philosophy behind their work. • Take responsibility for maintaining ceramics materials, tools and equipment, and following correct classroom procedures. • Student will research post-secondary institutions, which offer educational programs in ceramics and ceramics related technology. • Student will participate in workshops, internships or participate in volunteer or community service using their ceramics skills and abilities; workshops or scholarship program, studio assistant for a professional, assisting in teaching ceramics at a camp, church, after school program. | |
| Learning Activities | |
| <ul style="list-style-type: none"> • Trips to area studios • Internships, senior projects, community service • Research into colleges and careers • Attend Ceramic Workshops | |
| Assessments | |
| <ul style="list-style-type: none"> • Projects/portfolio • Worksheets • Journal • Sketches | |

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|---|------------|----------|----------------------|----------|----------------|----------|---------------|
| <ul style="list-style-type: none"> • Informative and Summative • Critiques and Analysis | | | | | | | |
| 21st Century Skills | | | | | | | |
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Skills | X | Information Literacy | X | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> • History • Language Arts • Science • Technology | | | | | | | |
| Technology Integration | | | | | | | |
| <ul style="list-style-type: none"> • Electric Kiln • Potters Wheel • Pinterest • Internet • Power Point • Chrome Book | | | | | | | |