



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Ocean Township High School

Course: Ceramics II

Department: Visual and Performing Art

Board Approval	Supervisor	Notes
July 2015	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revisions
March 2019	Ian Schwartz	Review

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 2
1	Review of Ceramics I	6	Clay Exploration
2	History of Ceramics	7	Clay Exploration
3	Handbuilding	8	Clay Exploration
4	Handbuilding/Intro to wheel	9	Glaze and Firing Exploration
5	Intro to the wheel	10	Glaze and Firing Exploration

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Core Instructional & Supplemental Materials Including Various Levels of Texts

TEDTalks
Google Arts & Culture
Vimeo
Youtube
Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners;
Advanced Learners)

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Time Frame	Week 1
Topic	
Review of Ceramics I	
Essential Questions	
<ul style="list-style-type: none">• What are the underlying building blocks of Art and Design?• How do we interpret and understand Art?• What terms and techniques are used in ceramics?• What determines “beauty”? What makes critique valid?• How can artists express themselves visually?	
Enduring Understandings	
<ul style="list-style-type: none">• Know and understand the underlying building blocks (Elements and Principles) of Art and Design and how they play a role in the process of creating art.• Know and understand techniques and terms of basic Ceramic I hand-building methods.• Have an appreciation for all genres of art and accept peers ideas and beliefs through their artwork.	
<u>Alignment to NJSLs</u>	
<ul style="list-style-type: none">• VPA.1.1.12.D-Understanding Visual E&P• VPA.1.4.12.A-Aesthetic Responses	
Key Concepts and Skills	
<ul style="list-style-type: none">• Students will have a skill set of the following hand-building techniques: Pinch, Coil, and Slab.• Understand and use the proper techniques during the different stages of clay; natural, leatherware, greenware, bisqueware, glazeware.• Develop and articulate essential vocabulary necessary to critique artwork.• Recognize and classify the Elements and Principles of Art in various works of art.	
Learning Activities	
<ul style="list-style-type: none">• Brainstorming activities• Discussion of art and critique• Discussion of careers in art• Teacher/student dialog on effective critique• Students may choose a genre of art to demonstrate different aspects of Ceramics I Skills and techniques such as an artwork, presentation, dance, song...• Students will discuss and review all of the terms and techniques before completing this Unit.	

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Assessments

Formative:

- Quiz of terms and techniques of Ceramics I
- Individual student reflection
- Written assignments
- Sketchbook assignments

Alternative:

- Observation of class and internet-based discussions
- Kahoot!/digital assessments

Summative:

Ceramics piece demonstrating aspects of Ceramics I Skills and Techniques

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

21st Century Skills

- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Interdisciplinary Connections

Acquisition of domain specific vocabulary: **LA.9-10.L.9-10.6** *Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

Technology Integration

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-
- Art genre research: Students will access digital resources to conduct research and investigations which extend their knowledge.
 - **TECH.8.1.12.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.12.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

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Time Frame	1 week
Topic	
History of Ceramics	
Essential Questions	
<ul style="list-style-type: none">• How has clay shaped human civilization?• How do we interpret art?• Why is it important for us to understand where art has been in the past and where it could go in the future?	
Enduring Understandings	
<ul style="list-style-type: none">• Students will use subject matter, symbols, and ideas 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.	
<u>Alignment to NJSL</u>	
<ul style="list-style-type: none">• VPA.1.1.12.D – Elements & Principles:• VPA.1.4.12.B.CS1- Critique Methodologies• VPA.1.3.12 – Synthesis & Creation	
Key Concepts and Skills	
<ul style="list-style-type: none">• Discuss the purpose of traditional and contemporary ceramics within a variety of time frames, cultures, and uses.• Discuss the uses of clay in everyday objects and ceramics related professions.• Analyze shape and form, techniques and process used by various cultures to create functional or non-functional objects. (I.e. Native American, Ancient Greek, African and contemporary)• Discuss the anthropological and archeological role of ceramics in understanding the history of mankind.	
Learning Activities	
<ul style="list-style-type: none">• Students will compare the origins of the various types of clay and their usage.• Students will identify and discuss the various types of historical and contemporary ceramic -ware, their origins, their function, and the clay qualities and be able to discuss the development of ceramic technology.• Research Ceramic Artwork and artists from the past and present and compare the relationships. Students will study the basic ceramic vocabulary related to clay, its origins, qualities, and usage.	

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- Students will research the various types of ceramics related careers

Assessments

Formative:

- Research conferences
- Sketchbook assignment
- Individual student reflection

Alternative:

- Observation of class and internet-based discussions
- Kahoot!/digital assessments

Summative Assessment:

- Assessment on History of Ceramics Research

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

21st Century Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Interdisciplinary Connections

Ceramics history research: LA.9-10.W.9-10.7 *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

Technology Integration

- Ceramics history research: Students will access digital resources to conduct research and investigations which extend their knowledge.

- **TECH.8.1.12.E.CS1** - Plan strategies to guide inquiry.

- **TECH.8.1.12.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

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Time Frame	2 weeks
Topic	
Introduction to Potter's Wheel	
Essential Questions	
<ul style="list-style-type: none">• How can we manipulate clay? What can the potter's wheel do for a ceramicist?• What are the steps in throwing on the potter's wheel?	
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 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 their work	
<u>Alignment to NJSL</u>	
<ul style="list-style-type: none">• VPA.1.1.12.D - Elements & Principles - Stimuli• VPA.1.3.12 – Synthesis and Creation• VPA.1.4.12.B.CS1 Aesthetic Response & Critique	
Key Concepts and Skills	
<ul style="list-style-type: none">• Students will learn how to throw different shapes of pottery on the potter's wheel and master the skill• Define and solve challenging ceramics problems.• Take responsibility for maintaining ceramics materials, tools and equipment, and following correct classroom procedures.• Self-assess their work through written and verbal analysis and class critiques. Keep a portfolio of sketches and written assignments related to the ceramic project.	
Learning Activities	
<ul style="list-style-type: none">• Throwing on the wheel• Teacher/student dialog on effective critique• Sketches and written assignments	
Assessments	

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Formative:

- Sketchbook assignment
- Individual student reflection
- Quiz on wheel throwing

Alternative:

- Observation of class and internet-based discussions
- Kahoot!/digital assessments

Summative:

- Pottery made from throwing

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

21st Century Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Interdisciplinary Connections

Written and oral analysis (critique assignments): **LA.9-10.W.9-10.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Technology Integration

- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - **TECH.8.1.12.A.1** Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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Time Frame	2 weeks
Topic	
Clay Exploration	
Essential Questions	
<ul style="list-style-type: none">• What makes a quality piece of Ceramic ware?• How are tools and technology used to create ceramic products? What makes clay a versatile medium?• What is it that I want to express as an artist?• What Elements and Principles of Art are most important to me to express my artistic vision to the viewer?	
Enduring Understandings	
<ul style="list-style-type: none">• Justify form and elements of design• Create works of art with a specific theme, using functional and non-functional approaches.• Apply ceramics media, techniques, technology, and processes skillfully. Use and create molds, forming equipment, and alter forms• Demonstrate basic clay body and glaze formulations.• Solve challenging problems in ceramics using a variety of methods.	
<u>Alignment to NJSLs</u>	
<ul style="list-style-type: none">• VPA.1.1.12.D Elements and Principles• VPA.1.2.12.A.CS1 - History of Arts & Culture• VPA.1.3.12 Synthesis and Creation• VPA.1.4.12.B.CS1 Aesthetic Response & Critique	
Key Concepts and Skills	
<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 ideas to make connections between art and other disciplines• Students will respond to works of art through analysis and interpretation Students will continuously examine, assess, and improve their work.	
Learning Activities	
<ul style="list-style-type: none">• Teacher/student dialog on effective critique• Sketches and written assignments• Students will create a variety of sculptural forms, such as portraits busts, animal sculptures, nonobjective and conceptual sculptures.	

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Assessments

Formative:

- Sketchbook assignment
- Individual student reflection
- Conferences to assess artwork

Alternative:

- Observation of class and internet-based discussions
- Kahoot!/digital assessments

Summative:

- Written Critique and performance assessment

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

21st Century Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Interdisciplinary Connections

Written critique: **LA.9-10.W.9-10.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Technology Integration

- Portfolio: Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - **TECH.8.1.12.A.1** Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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Time Frame	2 weeks
Topic	
Glaze and Firing Exploration	
Essential Questions	
<ul style="list-style-type: none">• What are the effects of surface enhancement? How do different glazes and firing effect the outcome of the surface quality? What is it that I want to express as an artist?• What Elements and Principles of Art are most important to me to express my artistic vision to the viewer?	
Enduring Understandings	
Apply basic surface decoration, glazing, and firing processes Define and solve challenging ceramics problems.	
<u>Alignment to NJSLs</u>	
<ul style="list-style-type: none">• VPA.1.1.12.D Elements and Principles• VPA.1.2.12.A.CS1 - History of Arts & Culture• VPA.1.3.12 Synthesis and Creation• VPA.1.4.12.B.CS1 Aesthetic Response & Critique	
Key Concepts and Skills	
<ul style="list-style-type: none">• Students will use media, techniques, and processes to and express visual elements and principles• Students will use subject matter, symbols, and ideas to make connections between art and other disciplines.• Students will continuously examine, assess, and improve work.	
Learning Activities	
<ul style="list-style-type: none">• Students use the various decorating techniques to enhance the greenware. (i.e. sgraffito, impression, applique, slip trailing, piercing)• Students will differentiate between the various types of glazes and underglazes and stains.• Students will apply underglazes and glazes using proper application techniques to their artwork.• Students will demonstrate kiln loading, firing and unloading procedures.• To further enhance the Raku process students could have the opportunity to participate in a Raku firing hosted by a visiting artist or visit a ceramic studio outside of the school to better understand the application.	
Assessments	

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Formative:

- Sketchbook assignment
- Individual student reflection

Alternative:

- Observation of class and internet-based discussions
- Kahoot!/digital assessments

Summative:

- Artwork-specifically glazing techniques
- Portfolio update

Benchmark:

- Written critique assessment and performance assessment

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

21st Century Skills

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Interdisciplinary Connections

Writing (Critiques, Portfolio reflection): **LA.9-10.W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Technology Integration

- Portfolio reflection: Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - **TECH.8.1.12.A.1** Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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Modifications (At-Risk, ELL, Special Education, Gifted and Talented, and 504 Plans)

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications

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- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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