



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: Intermediate Ceramics

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
July 2016	Jayne VanNosdall	Born Date
March 2019	Ian Schwartz	*Name Change/Review
August 2019	Ian Schwartz	Revisions

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Course Introduction: Expression in Ceramics	11	Intro Independent Portfolio: Breadth & Concentration
2	Advanced Wheel Throwing: Dinner Set	12	The Johari Window: Psychology as a Tool for Personal Meaning-Making in Art
3	Advanced Wheel Throwing: Assembling & Manipulating Forms	13	Independent Portfolio Concentration: Visual Research & Development
4	Illuminate: Using Negative Space & Exploring Light as a Material	14	Independent Portfolio Concentration: Visual Research & Development
5	Illuminate: Using Negative Space & Exploring Light as a Material	15	Independent Portfolio Development: Concentration
Week	Marking Period 2	Week	Marking Period 4
6	Mixed Media: Thinking Conceptually Using Non-Ceramic Materials	16	Independent Portfolio Development: Concentration
7	Mixed Media: Thinking Conceptually Using Non-Ceramic Materials	17	Independent Portfolio Development: Concentration
8	Advanced Surface Treatment Techniques	18	Independent Portfolio Development: Concentration
9	Raku	19	Professional Practice & Building a Portfolio
10	Raku	20	Professional Practice & Building a Portfolio

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Core Instructional & Supplemental Materials including various levels of Texts

Google Arts & Culture: <https://artsandculture.google.com/>

Newsela: Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

NCECA (National Council on Education for the Ceramic Arts) - <https://nceca.net/>

The Art of Ed - <https://theartofeducation.edu/>

Ceramic Arts Network - <https://ceramicartsnetwork.org/>

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Time Frame	Week 1
Topic	
Course Introduction: Expression in Ceramics	
Essential Questions	
<ul style="list-style-type: none">● In what ways does the ceramic process constrain and enable?● How can artists use the tactile nature of material as a means of expression?● How can artists use symbolism and imagery as a means of expression?● What compels artists to express themselves visually?	
Enduring Understandings	
<ul style="list-style-type: none">● Students will engage in deeper investigations of the expressive potential of clay and other ceramic materials, as well as the challenges and limitations of the medium.● 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 Standards	
VPA 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. VPA 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.	

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Learning Activities & Key Concepts and Skills

- Review of safety procedures in the ceramics studio
- Review of hand-building building techniques (pinch pot, coil, slab)
- Review of basic wheel throwing techniques
- Review of using a sketchbook for idea generation & visual research
- Workshop on sculpting human facial features and gestures
- Anthropomorphic sculpture assignment
- Discussion: Contemporary issues that face today's potters and artists

Assessments

Formative:

- Technique review (performance-based assessment)
- Idea generation & visual research in sketchbook

Summative:

- Final project critique
- Final project written self-assessment

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Benchmark:

- Anthropomorphic sculpture project
- Final Project critique & written self-assessment

Career Education

CRP6. Demonstrate creativity and innovation.
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason.

21st Century Skills

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications

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activities and facilities.

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

Critique:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Written Self Assessment:

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Technology Integration

- Students will use online resources to engage in visual research
 - TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.

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Time Frame	Week 2
Topic	
Advanced Wheel Throwing: Dinner Set	
Essential Questions	
<ul style="list-style-type: none">● How does the process of designing functional wares differ from the process of creating sculptural works?● In what ways does wheel throwing constrain and enable?● How does production pottery differ from other methods of art making?	
Enduring Understandings	
<ul style="list-style-type: none">● Students will explore the role of production pottery and commercial ceramic work in history and contemporary culture.● Students will apply media, techniques, and processes to design works for a particular purpose or function.● Students will use subject matter, symbols, and to make connections between art and other disciplines.● Students will respond to works of art through analysis and interpretation.● Students will engage in reflective practice by continuously examining, assessing, and improving upon work.	
Alignment to Standards	
VPA 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. VPA 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. VPA 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.	
Learning Activities & Key Concepts and Skills	

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- Review of fundamental wheel throwing techniques (centering, opening, raising)
- Methods of measurement when creating a consistent series of wheel thrown works
- Review of using a sketchbook for idea generation & visual research
- 6-piece dinner set assignment - 2 cups, 2 plates, 2 bowls
- Select and apply ceramics media, techniques, technology and processes.
- Initiate and solve challenging problems in construction and form development.
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Assessments

Formative:

- Technique review (performance-based assessment)
- Idea generation & visual research in sketchbook
- In-process peer critiques

Summative:

- Final project critique
- Final project written self-assessment

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Career Education

CRP6. Demonstrate creativity and innovation.
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason.

21st Century Skills

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
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.

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Interdisciplinary Connections

Critique:

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Written Self Assessment:

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Technology Integration

- Students will use online resources to engage in visual research
 - TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.

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Time Frame	Week 3
Topic	
Advanced Wheel Throwing: Assembling & Manipulating Forms	
Essential Questions	
<ul style="list-style-type: none">● How does the process of designing functional wares differ from the process of creating sculptural works?● How can we explore the conceptual possibilities of functional wares?● In what ways does wheel throwing constrain and enable?● How does production pottery differ from other methods of art making?● How can we think about wheel thrown forms as building blocks for more complex works?	
Enduring Understandings	
<ul style="list-style-type: none">● Students will apply media, techniques, and processes to design works for a particular purpose or function.● Students will use subject matter, symbols, and to make connections between art and other disciplines.● Students will respond to works of art through analysis and interpretation.● Students will engage in reflective practice by continuously examining, assessing, and improving upon work.● Students will explore the role of production pottery and commercial ceramic work in history and contemporary culture.● Students will consider and design objects that are functional to their needs & lives.	
Alignment to Standards	
VPA 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. VPA 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.	

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Learning Activities & Key Concepts and Skills

- Advanced wheel throwing techniques (collaring & choking, making fitted lids and spouts)
- Review of using a sketchbook for idea generation & visual research
- Assembled wheel-thrown project: Students will design & create a functional work that is made with a joined combination of at least 3 wheel-thrown forms.
- Select and apply ceramics media, techniques, technology and processes.
- Initiate and solve challenging problems in construction and form development.
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Assessments

Formative:

- Technique review (performance-based assessment)
- Idea generation & visual research in sketchbook
- In-process peer critiques

Summative:

- Final project critique & presentation
- Final project written self-assessment

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Career Education

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21st Century Skills

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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

Critique:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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Written Self Assessment:

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Technology Integration

- Students will use online resources to engage in visual research
 - TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.

Time Frame	Weeks 4-5
Topic	

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Illuminate: Using Negative Space & Exploring Light as a Material

Essential Questions

- What are negative and positive space?
- What are the physical and conceptual possibilities of negative space?
- How can light be used as a material when designing a physical 3-D art form?
- How do we see light/lantern forms used in visual culture around the world?

Enduring Understandings

- Students will apply media, techniques, and processes to express visual elements & principles using positive and negative space.
- Students will use subject matter, symbols, and to make connections between art and other disciplines.
- Students will respond to works of art through analysis and interpretation.
- Students will engage in reflective practice by continuously examining, assessing, and improving upon work.
- Students will engage in the conceptual and personally symbolic potential of using light & negative space in artworks.

Alignment to Standards

VPA 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

VPA 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

VPA 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Learning Activities & Key Concepts and Skills

- Idea generation & visual research using sketchbook and internet resources
 - Students will research & analyze exemplary artworks from a variety of cultures that utilize light/negative space in symbolic and decorative ways.
- Technique workshop: slab construction and mold making
- Lantern project: Students will design & create a personally symbolic form that uses

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- negative space and a light source (LED lights, string lights).
- Select and apply ceramics media, techniques, technology and processes.
 - Initiate and solve challenging problems in construction and form development.
 - Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Assessments

Formative:

- Technique review (performance-based assessment)
- Idea generation & visual research in sketchbook
- In-process peer critiques

Summative:

- Final project critique & presentation
- Final project written self-assessment

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Career Education

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21st Century Skills

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
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

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Idea generation & visual research - Students will research & analyze exemplary artworks from a variety of cultures that utilize light/negative space in symbolic and decorative ways.

- Social Studies 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Critique:

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- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Written Self Assessment:

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Technology Integration

- Students will use online resources to engage in visual research
 - TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.

Time Frame	Weeks 6-7
Topic	
Mixed Media: Thinking Conceptually Using Non-Ceramic Materials	
Essential Questions	
<ul style="list-style-type: none">● How can ceramic artists incorporate non-ceramic sculptural materials in their artworks?● How can extending beyond the ceramic medium influence and challenge the creative process?	

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- What is non-objective art?

Enduring Understandings

- Students will explore the conceptual potential of using mixed media and alternative materials in ceramic artworks.
- Students will use mixed 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.
- Select and apply ceramics media, techniques, technology and processes.
- Initiate and solve challenging problems in construction and form development.
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Alignment to Standards

VPA 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

VPA 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Learning Activities & Key Concepts and Skills

- Idea generation & visual research using sketchbook and internet resources
- Dada & Surrealism
 - Dada and Surrealist art games: Automatic drawing, collage & assemblage, wordplay
- Mixed media sculpture assignment: Students will design & create a form that uses no more than 75% clay/traditional ceramic materials, and at least 25% found objects or other non-ceramic material.

Assessments

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Formative:

- Idea generation & visual research in sketchbook
- In-process peer critiques

Summative:

- Final project critique & presentation
- Final project written self-assessment

Alternative:

- Dada & Surrealist art games
- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Career Education

CRP6. Demonstrate creativity and innovation.

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21st Century Skills

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

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

Critique:

- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Written Self Assessment:

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Technology Integration

- Students will use online resources to engage in visual research
 - TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.

Time Frame	Week 8
Topic	
Advanced Surface Treatment Techniques	
Essential Questions	
<ul style="list-style-type: none">● What is the role of surface treatment in creating ceramic forms?● In what ways can we manipulate the surface of a ceramic form?● How do different clay bodies alter the result of different surface treatments?	
Enduring Understandings	
<ul style="list-style-type: none">● Artists can use a variety of materials and processes to manipulate the surface of a ceramic form, including slip trailing and wax resists.● The appearance and physical properties of glazes can vary according to the choice of clay body.● Students will apply media, techniques, and processes to explore a variety of surface treatment techniques.● Students will respond to works of art through analysis and interpretation.	

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- Students will engage in reflective practice by continuously examining, assessing, and improving upon work.

Alignment to Standards

VPA 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

VPA 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Learning Activities & Key Concepts and Skills

- Review of fundamental surface techniques (glazing, colored slip/underglaze, sgraffito, inlay)
- Workshop: Students will create a series of sample tiles utilizing slip trailing, engobes, wax resist, and marbling techniques on white and brown clays
- Select and apply ceramics media, techniques, technology and processes.
- Initiate and solve challenging problems in construction and form development.
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Assessments

Formative:

- Technique review (performance-based assessment)
- In-process peer critiques

Summative:

- Final project critique
- Final project written self-assessment

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

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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

Critique:

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- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Written Self Assessment:

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Technology Integration

- Students will use online resources to engage in visual research
 - TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.

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Time Frame	Weeks 9-10
Topic	
Raku	
Essential Questions	
<ul style="list-style-type: none">● How does the process of raku differ from other ceramic process you have engaged in?● What distinguishes the physical properties of raku clay and glaze?● What is the historical context & significance of raku pottery?	
Enduring Understandings	
<ul style="list-style-type: none">● Students will explore the role of raku pottery in the history of art and culture.● Students will engage in the process of preparing and firing raku wares.● Students will use subject matter, symbols, and to make connections between art and other disciplines.● Students will respond to works of art through analysis and interpretation.● Students will engage in reflective practice by continuously examining, assessing, and improving upon work.	
Alignment to Standards	
VPA 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. VPA 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. VPA 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">● Presentation of raku preparation and firing process● Students will create test tiles and record & analyze results in sketchbooks● Students will generate ideas & conduct visual research	

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- Students will create 3-4 pieces, wheel thrown or hand built, designed to showcase the distinct physical properties of the raku process.
- Students will participate in all aspects of a raku firing - loading/unloading kiln, preparing reduction fire and water bath, and cleaning finished wares.
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Assessments

Formative:

- Glaze test tiles and analysis of results
- Idea generation & visual research in sketchbook
- In-process peer critiques

Summative:

- Final project critique
- Final project written self-assessment

Alternative:

- Participation in firing process
- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Career Education

CRP6. Demonstrate creativity and innovation.
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason.

21st Century Skills

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

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.

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Interdisciplinary Connections

Critique:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Written Self Assessment:

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Technology Integration

- Students will use online resources to engage in visual research
 - TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.

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Time Frame	Week 11
Topic	
Intro Independent Portfolio: Breadth & Concentration	
Essential Questions	
<ul style="list-style-type: none">● What is a portfolio, and why is it important in an artist's practice?● What is a concentration?● What does it mean to show breadth in a portfolio?	
Enduring Understandings	
<ul style="list-style-type: none">● A portfolio can tell a narrative of an artist's skills and point of view.● A portfolio can function as a tool for both personal reflection and professional promotion.● A concentration is a cohesive body of work based on a central theme or idea.● Breadth in a portfolio showcases a range of skills and approaches.	
Alignment to Standards	
<p>VPA 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>VPA 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>VPA 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>VPA 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">● Students will organize photos of all strongest past works into a Google Drive folder and submit through Google Classroom, followed by class critique on portfolios● Discussions & analysis of example AP Portfolios	

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- Students will create mind maps in sketchbook
- Students will create inspiration board (Pinterest) of artist exemplars
- Apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content)

Assessments

Formative:

- Completion of mind maps and inspiration boards

Summative:

- Portfolio presentations and critiques

Alternative:

- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar portfolios

Career Education

CRP6. Demonstrate creativity and innovation.
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason.

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

Portfolio Presentation & Critique:

- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task,

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purpose, and audience.

- NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Technology Integration

- Students will use online resources to engage in visual research
 - TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.

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Time Frame	Week 12
Topic	
The Johari Window: Psychology as a Tool for Personal Meaning-Making in Art	
Essential Questions	
<ul style="list-style-type: none">● What are the tools you use as an artist, why do you use them, and how do you decide which tools to use?● How can we use psychology as a tool in our art making practice?	
Enduring Understandings	
<ul style="list-style-type: none">● Just as artists use tools to extend beyond the limits of their hands, psychology can be used as a tool to reach into deeper concepts as inspiration for art making.● Greater self-understanding can help artists create more personally meaningful artworks.	
Alignment to Standards	
<ul style="list-style-type: none">● VPA 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.● VPA 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.● VPA 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">● Introduction to the Johari Window framework<ul style="list-style-type: none">○ Discussion: What does a window symbolize?○ Sketchbook questionnaire & reflective writing activity○ Visualization activity: Select one part of the window to represent in clay, either abstractly or figuratively.○ Discussion: How can the Johari Window help you identify what is meaningful to you and inform your development of a concentration idea?● Select and apply ceramics media, techniques, technology and processes.	

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- Initiate and solve challenging problems in construction and form development.

Assessments

Formative:

- Discussion responses
- Sketchbook exercise

Summative:

- Johari Window visualization activity & closure discussion

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
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

Johari Window discussion and activity:

National Standards for High School Psychology

- Standard Area: Consciousness - Standard 1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)
- Standard Area: Social Interactions - Standard 1.2: Describe the relationship between attitudes (implicit and explicit) and behavior, Standard 2.2: Describe effects of others' presence on individuals' behavior

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Discussions:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Technology Integration

- Students will use online resources to engage in visual research
 - TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.

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Time Frame	Weeks 13-14
Topic	
Independent Portfolio Concentration: Visual Research & Development	
Essential Questions	
<ul style="list-style-type: none">● How can you design a concentration statement that sets up a framework for a sustained and focused investigation?● How can you develop a concentration that enables a multitude of creative possibilities?	
Enduring Understandings	
<ul style="list-style-type: none">● Artists set constraints for themselves to challenge their usual ways of thinking and creating.● Setting constraints can enable unexpected methods of creative problem solving.● 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.	
Alignment to Standards	
VPA 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. VPA 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. VPA 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. VPA 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">● Students will select and develop an area of concentration within ceramics to be used as a means of self expression and investigation.	

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- Students will design and present a proposal for their concentrations, including: an analysis of specific artist exemplars related to their idea, a production schedule, and any questions for their peers (inviting feedback to help them begin investigating their concentration).
- Students will initiate and solve challenging problems in construction and form development.
- Students will select and apply ceramics media, techniques, technology and processes appropriate to their concentration.
- Students will apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content).

Assessments

Formative:

- Sketchbook brainstorming and visual research

Summative:

- Concentration proposal presentations

Alternative:

- Written and verbal peer feedback on concentration proposal presentations
- Analysis of artist exemplar works

Career Education

CRP6. Demonstrate creativity and innovation.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

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

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Concentration Proposal:

- W.11-12.7. 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.

Written & verbal peer feedback on Concentration Proposal Presentations:

- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Technology Integration

Students will use online resources to engage in visual research

- TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.

Time Frame	Weeks 15-18
Topic	
Independent Portfolio Development: Concentration	
Essential Questions	
<ul style="list-style-type: none">● How can ceramics stretch the limits of creativity and self-exploration?● How do artists make discoveries through establishing creative constraints?	

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Enduring Understandings

- Setting constraints can enable unexpected methods of creative problem solving.
- 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 Standards

VPA 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

VPA 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

VPA 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

VPA 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

Learning Activities & Key Concepts and Skills

- Students will initiate and solve challenging problems in construction and form development within self-directed projects, including the following:
 - Sculpture: figurative, abstract/non-objective sculpture
 - Production pottery on the wheel: bowls, lids, teapots, large forms, altered and composite forms
 - Mixed media
 - Extruder and mold forming and usage
- Students will select and apply ceramics media, techniques, technology and processes appropriate to their concentration.
- Students will reflect critically on various interpretations of a specific theme in ceramics.
- Students will keep a portfolio of ideas, inspirational pictures and sketches for future works.

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- Students will apply critical and aesthetic criteria for the purpose of improving their own works (i.e. techniques, formal and expressive qualities, and content).

Assessments

Formative:

- Idea generation & visual research in sketchbook
- In-process peer critiques

Summative:

- Final project critiques
- Final project written self-assessments

Alternative:

- Examples/maquettes
- In-process critiques & teacher/peer conferences
- Analysis of artist exemplar works

Career Education

CRP6. Demonstrate creativity and innovation.
CRP1. Act as a responsible and contributing citizen and employee.
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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

Critiques:

- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Written Self Assessments:

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Technology Integration

- Students will use online resources to engage in visual research
 - TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.

Time Frame	Weeks 19-20
Topic	
Professional Practice & Building a Portfolio	
Essential Questions	
<ul style="list-style-type: none">● How can an online portfolio be an expressive tool to share our artistic practice?● How can ceramics be used to further my artistic, educational and career goals?	
Enduring Understandings	
<ul style="list-style-type: none">● A portfolio can tell a narrative of an artist's skills and point of view.● A portfolio can function as a tool for both personal reflection and professional promotion.● Online presence is essential to engaging with the contemporary ceramics community and art field at large.	

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Alignment to Standards

VPA 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

VPA 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

VPA 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

VPA 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

VPA 1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Learning Activities & Key Concepts and Skills

- Students will curate and photograph selected artworks
- Students will create a professional portfolio website & present to the class
- Students will write a formal artist statement, which will be included on portfolio websites
- Students will share written and verbal feedback on their peers' portfolios

Assessments

Formative:

- Presentation skills review
- In-progress check in and assessments

Summative:

- Final portfolio presentation

Alternative:

- Written and verbal critique on final portfolio presentations

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CRP6. Demonstrate creativity and innovation.
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason.

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.
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Interdisciplinary Connections

Artist Statement Writing:

- NJSLSA.W10. 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.

Portfolio Presentation:

- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Technology Integration

- Students will use online resources to engage in visual research
 - TECH.8.1.12.A.CS2 Select and use applications effectively and productively.
- 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 (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

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

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

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

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- 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
- 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

Common Misconceptions

- Wheel throwing fundamentals - centering, measuring pieces to fit, consistency of forms
- Executing a project successfully according to plan in sketchbook
- Personal meaning as inspiration for art making, moving away from schema when designing works
- Non-objective idea generation and material exploration
- Differentiation between techniques and terminology
- Idea generation in sketchbook (i.e. producing original artworks vs. copying from online), understanding physical properties and limitations of clay construction
- Wheel throwing fundamentals - centering, consistency of forms in a series
- Limitations of raku clay (no slab structures, scoring & slipping thoroughly to prevent breaking from thermal shock), unpredictability of glaze results
- Distinguishing between an open-ended concept and a limited, concrete subject as a concentration
- Persevering through tasks/commitment to concentration projects

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