

Curriculum Mapping

Intro to 3-D Art

Semester

Unit/Days	Standard Number	Standard	Resources	Vocabulary	Assessments
Unit 1/ 5 days Intro, vocab pre-test, saftey, experiemental pinch pot	H.1.1 PROFICIENT	Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.	Syllabus and Introduction to Materials Ceramicstoday.com LearningConnection.doe.i n.gov “Working with Clay” by Susan Peterson “500 Figures” by Suzanne Tourtillott “500 Cups” by Suzanne Tourtillott “500 Teapots” by Suzanne Tourtillott Teacher Lecture Teacher Demonstration Grading Rubric Internet Access, newspapers, magazines, and other media outlet to find evidence of an artist using society to impact their work. Art elements and Principles Erly	Aesthetic Clay Firing Greenware Kiln Kneading Plasticity Shrinkage Spiral Wedging Elements of Art: Line Shape Color Value Texture Shape/Form Space Principles of Art: Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion	<ul style="list-style-type: none"> •Vocab. Pre-Test •Ceramic Pinch Pot •Grading Rubric •Erly Presentation of researched information that explains how an artist has related his work to major events or society around him or her. Presentation should include how the artist uses the elements and principles of art in their work. •Teacher Observation •Students will view works of art from Ancient Greece and Rome to compare techniques and function used then compared to now. •Students will communicate specific safety procedures and concerns. •Students create or add to their existing google site, to include examples of their work in class •Students will upload finished projects to the class chsart.deviantart.com page •Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. They should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) •(Projects would include: <ul style="list-style-type: none"> •Practice pinch pot •Oral Critique •Google Presentation on artist and elements and principles Sound or Video clip on the student website)
	H.1.6 PROFICIENT	Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail)			
	H.2.3 PROFICIENT	Identify art and artifacts from major movements and time-periods and place them on a timeline.			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.5.3 PROFICIENT	Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.			
	H.6.5 PROFICIENT	Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.			
	H.6.6 PROFICIENT	Demonstrate respect for personal work and the work of others			
	H.7.1 PROFICIENT	Evaluate the effectiveness of elements and principles in works of art and use this evaluation to inform personal work.			
	H.8.1 PROFICIENT	Analyze characteristics of visual arts within a particular historical period or style with similar ideas, issues, or themes in other disciplines and demonstrate enhanced understandings of the historical period.			

Unit 2/ 15 Days Pinch Pot	H.1.2 PROFICIENT	Identify function in artwork and how it relates to the history, aesthetics, and culture of a work	LearningConnection.doe.i n.gov “Working with Clay” by Susan Peterson “500 Figures” by Suzanne Tourtillott “500 Cups” by Suzanne Tourtillott “500 Teapots” by Suzanne Tourtillott Ceramics Binder with Lesson Plan for Project 1 Example Images from Internet (Tripod, Abstract Face, Organic) File on Computer called “Pinch Pots” Teacher Lecture Teacher Demonstration Famous Artist: Grading Rubric Glogster.com	Burnishing Hand-Building Body Lip Foot	<p>Sketched Design Series of 3 Pinch Pots that meet requirements One of the 3 must be an exemplary example Grading Rubric Create a “Gloster” on the many functions and uses of Pinch Pots throughout the world Teacher Observation Oral Critique Students will explain how their abstract, elongated facial features symbolize an emotion. Students will develop and write down their own definition of “what is art.” They will compare their definition to each other and the opinions of various critics and aestheticians. Students create or add to their existing google site, to include examples of their work in class Students will upload finished projects to the class chsart.deviantart.com page Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness)</p> <p>(Projects will include: 3 Pinch Pots Glogster Oral Critique Definition of “what is art” Critique Sound or Video clip on the student website)</p>
	H.1.3 PROFICIENT	Identify iconography in an artist’s work or a body of work and analyze the meaning			
	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.			
	H.1.6 PROFICIENT	Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail)			
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.			
	H. 4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.4.4 PROFICIENT	Engage in critical reading, writing, and discourse to improve understanding of own work and that of others.			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.			
	H.5.3 PROFICIENT	Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.			
	H.6.1 PROFICIENT	Demonstrate skill in perception from real life (not photographs or flat imagery) to present convincing, accurately rendered objects or subject matter.			
	H.6.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.3 PROFICIENT	Identify the origin, function, and meaning of symbols and metaphors used in personal work.			
	H.6.4 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.5 PROFICIENT	Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.			
	H.6.6 PROFICIENT	Demonstrate respect for personal work and the work of others			

Unit 3/ 16 Days Coil Pot	H.1.4 PROFICIENT	Identify connections between visual arts education and potential job offerings in the community and beyond.	<p>“Working with Clay” by Susan Peterson Ceramics Binder with Lesson Plan for Project 2 Example Images from Internet (Coil techniques, carved designs, using a template, coils as decorative elements, etc) File on Computer called “Coil Pot” “500 Figures” by Suzanne Tourtillott “500 Cups” by Suzanne Tourtillott “500 Teapots” by Suzanne Tourtillott Teacher Lecture Teacher Demonstration LearningConnection.doe.in.gov Famous Artist: Grading Rubric Shafer Pottery shaferstonewarepottery.com Prezi.com</p>	Coiling Relief Scoring Slip	<p>Sketched Design Series of 2 Coil Pots that meet requirements One of the 2 must be an exemplary example Grading Rubric Prezi about the trip to Shafer Pottery, explaining job opportunities in ceramics and how art effects the local, state, and national economies. Teacher Observation Oral Critique Students will develop their own definition of “what is art.” They will compare their definition to each other and the opinions of various critics and aestheticians. Students create or add to their existing google site, to include examples of their work in class Students will upload finished projects to the class chsart.deviantart.com page Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) Student websites will be checked for accuracy, see if they are up to date, and ensure the quality of work is sufficient. All finished projects should be uploaded and portfolio quality.</p> <p>(Projects will include: 2 Coil pots Prezi about field trip Oral Critique Website Checkpoint Sound or Video clip on the student website)</p>
	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.			
	H.1.6 PROFICIENT	Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail)			
	H.1.8 PROFICIENT	Know the responsibilities of and the need for individual art patrons in the community.			
	H.1.9 PROFICIENT	Analyze impact of the arts community and culture on local, state, and national economies.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.5.3 PROFICIENT	Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.			
	H.6.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.4 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.5 PROFICIENT	Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.			
	H.6.6 PROFICIENT	Demonstrate respect for personal work and the work of others			

Unit 4/ Semester Glazing	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	“Working with Clay” by Susan Peterson :Experience Clay” by Maureen Mackey-Teachers Edition Document Camera “500 Figures” by Suzanne Tourtillott “500 Cups” by Suzanne Tourtillott “500 Teapots” by Suzanne Tourtillott Teacher Lecture Teacher Demonstration LearningConnection.doe.in.gov Grading Rubric	Glaze	Glazing rubric (3 even coats, etc) At least 2 projects must be submitted by the end of the semester that are technically sound. Teacher Observation Oral Critique Students create or add to their existing google site, to include examples of their work in class Students will upload finished projects to the class chsart.deviantart.com page Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) (Projects will include: Glazed Projects Oral Critique, Website Checkpoint Sound or Video clip on the student website)
	H.1.6 PROFICIENT	Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail)			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.6.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.4 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.5 PROFICIENT	Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.			
	H.6.6 PROFICIENT	Demonstrate respect for personal work and the work of others			

Unit 5/ Semester Potters Wheel	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	“Working with Clay” by Susan Peterson Potter’s Wheel “500 Figures” by Suzanne Tourtillott “500 Cups” by Suzanne Tourtillott “500 Teapots” by Suzanne Tourtillott Teacher Lecture Teacher Demonstration LearningConnection.doe.in.gov Grading Rubric	Bat Centering Coning Throwing Trimming Wheel	Potter’s wheel quiz (center, cone, open, bevel, cut off, damp closet) Potter’s wheel project chosen from the list of projects. Grading Rubric Teacher Observation Oral Critique Students create or add to their existing google site, to include examples of their work in class Students will upload finished projects to the class chsart.deviantart.com page Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) (Projects will include: Wheel Quiz Wheel Project Oral Critique, Website Checkpoint Sound or Video clip on the student website)
	H.1.6 PROFICIENT	Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail)			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.6.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.4 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.5 PROFICIENT	Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.			
	H.6.6 PROFICIENT	Demonstrate respect for personal work and the work of others			

Unit 6/ 16 Days Slab Pot	H.1.1 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	“Working with Clay” by Susan Peterson Ceramics Binder with Lesson Plan for Project 3 “500 Figures” by Suzanne Tourtillott “500 Cups” by Suzanne Tourtillott “500 Teapots” by Suzanne Tourtillott LearningConnection.doe.in.gov Example Images from Internet (Slab techniques, Decorative designs, using a stencil, etc) File on Computer called “Slab Pot” Teacher Lecture Teacher Demonstration (Book) Grading Rubric Earlham College Art Department (Clay Video)	Slab	8x8” Slab Practice Bowl like Earlham examples 45° Angle check Sketched Design Series of 2 Slab Pots that meet requirements One of the 2 must be an exemplary example Student Made Ceramic Texture Roller Grading Rubric Teacher Observation Oral Critique Students will develop their own definition of “what is art.” They will compare their definition to each other and the opinions of various critics and aestheticians. Students create or add to their existing google site, to include examples of their work in class Students will upload finished projects to the class chrsart.deviantart.com page Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) (Projects will include: 8x8 slab bowl 2 Slab Pots Oral Critique Texture Roller, Website Checkpoint Sound or Video clip on the student website)
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.6.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.4 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.5 PROFICIENT	Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.			
	H.6.6 PROFICIENT	Demonstrate respect for personal work and the work of others			

Unit 7/ 16 Days Texture Pot	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	“Working with Clay” by Susan Peterson Ceramics Binder with Lesson Plan for Project 4 “500 Figures” by Suzanne Tourtillott “500 Cups” by Suzanne Tourtillott “500 Teapots” by Suzanne Tourtillott LearningConnection.doe.in.gov Example Images from Internet (Texture techniques, designs, etc) File on Computer called “Texture Project” Teacher Lecture Teacher Demonstration (Book) Grading Rubric Richmond Art Museum Google Docs		Sketched Design Texture Slab from chosen theme Texture Container that fits 1 of 5 themes Grading Rubric Teacher Observation Oral Critique Student contribution to the class “Google Doc” in relation to critiquing the art we viewed at the Richmond Art Museum and how it can be relate to daily life. Students will develop their own definition of “what is art.” They will compare their definition to each other and the opinions of various critics and aestheticians. Students create or add to their existing google site, to include examples of their work in class Students will upload finished projects to the class chsart.deviantart.com page Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) (Projects will include: Texture Slab Texture container Oral Critique Google Doc about RAM trip, Website Checkpoint Sound or Video clip on the student website) NOTE TO SELF: MAKE THE SLAB CONTAINER COMBINE WHEEL AND SLAB
	H.1.7 PROFICIENT	Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life.			
	H.1.8 PROFICIENT	Know the responsibilities of and the need for individual art patrons in the community.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.4.4 PROFICIENT	Engage in critical reading, writing, and discourse to improve understanding of own work and that of others.			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.5.3 PROFICIENT	Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.			
	H.6.1 PROFICIENT	Demonstrate skill in perception from real life (not photographs or flat imagery) to present convincing, accurately rendered objects or subject matter.			
	H.6.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.4 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.5 PROFICIENT	Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.			
	H.6.6 PROFICIENT	Demonstrate respect for personal work and the work of others			
	H.7.3 PROFICIENT	Create artworks that demonstrate skill and understanding of different media, processes, and techniques.			
	H.8.3 PROFICIENT	Demonstrate an understanding of the process of integration through exhibition.			

Unit 8/ 16 Days Combination Teapot	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	“Working with Clay” by Susan Peterson Ceramics Binder with Lesson Plan for Project 5 “500 Figures” by Suzanne Tourtillott “500 Cups” by Suzanne Tourtillott “500 Teapots” by Suzanne Tourtillott LearningConnection.doe.in.gov Example Images from Internet (Teapot techniques, Combining Technique designs, etc) File on Computer called “Combine Tech.” Teacher Lecture Teacher Demonstration (Book) Grading Rubric Web Resources Student Research Fotobabble.com	Spout Handle Lid	Sketched Design Handle Technique Quiz Spout Technique Quiz Lid Technique Quiz Process Research Paper over famous ceramic artist who uses multiple techniques in their work. Grading Rubric Teacher Observation Oral Critique Students will bring in pictures of three different ceramic artists. On the back, they should write the artist’s name, time period, style, and geographic location. In class, we will compare all of the artists to find similarities and differences. Students will develop their own definition of “what is art.” They will compare their definition to each other and the opinions of various critics and aestheticians. A local artist will come in and evaluate a “mini art show” that includes at least one of each student’s work. Afterwards, each student will make their own “FotoBabble” that compares their ideas about their art compared to the local artist’s ideas. Students create or add to their existing google site, to include examples of their work in class Students will upload finished projects to the class chsart.deviantart.com page Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) (Projects will include: Handle, Spout, Lid quiz Process Research Paper Three artist’s images with info Mini art show participation FotoBabble comparing aesthetics
	H.2.1 PROFICIENT	Recognize and compare works of art, identifying them by artist, period, style, and geographic location.			
	H.3.2 PROFICIENT	Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.4.3 PROFICIENT	Analyze the views of an aesthetician.			
	H.4.4 PROFICIENT	Engage in critical reading, writing, and discourse to improve understanding of own work and that of others.			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.5.3 PROFICIENT	Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.			
	H.6.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.4 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.5 PROFICIENT	Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.			
	H.6.6 PROFICIENT	Demonstrate respect for personal work and the work of others			
	H.7.3 PROFICIENT	Create artworks that demonstrate skill and understanding of different media, processes, and techniques			

Unit 9/ 16 Days Final Library Container	H.1.3 PROFICIENT	Identify iconography in an artist's work or a body of work and analyze the meaning	<ul style="list-style-type: none"> • "Working with Clay" by Susan Peterson • Ceramics Binder with Lesson Plan for Project 6 • Centerville Jr/Sr High Library • "500 Figures" by Suzanne Tourtillott • "500 Cups" by Suzanne Tourtillott • "500 Teapots" by Suzanne Tourtillott • LearningConnection.doe.in.gov • Example Images from Internet (Conveying a literary idea in 3-D) • File on Computer called "School related" • Teacher Lecture • Teacher Demonstration • Grading Rubric • 	Mixed Media	<ul style="list-style-type: none"> • Sketched Design • Written Description of how their project will relate to the chosen theme. • Finished Library Themed container that relates to a section in the high school library. • Grading Rubric • Teacher Observation • Oral Critique • Classroom discussion comparing themed containers with their intended meaning. • Students will develop their own definition of "what is art." They will compare their definition to each other and the opinions of various critics and aestheticians. • Glogster that illustrates their definition of art and includes photos of their work from this class with explanations of the origin, function, meaning of symbols, and metaphors used along with their most effective elements and principles. • Students create or add to their existing google site, to include examples of their work in class • Students will upload finished projects to the class chrsart.deviantart.com page • Students will record their "self-critique" to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) • (Projects will include: • Written description • Library Themed container • Oral Critique • Glogster with their Definition of what is art and images with explanations, Website Checkpoint • Sound or Video clip on the student website Completed "Ceramics" link on their school website.
	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.			
	H.2.2 PROFICIENT	Identify stylistic characteristics in the works of an artist or movement and describe how style is influenced by the culture and time.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.5.1 PROFICIENT	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.			
	H.5.2 PROFICIENT	Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses.			
	H.5.3 PROFICIENT	Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.			
	H.6.2 PROFICIENT	Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.			
	H.6.3 PROFICIENT	Identify the origin, function, and meaning of symbols and metaphors used in personal work.			
	H.6.4 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
	H.6.6 PROFICIENT	Demonstrate respect for personal work and the work of others			
	H.7.1 PROFICIENT	Evaluate the effectiveness of elements and principles in works of art and use this evaluation to inform personal work.			
	H.7.2 PROFICIENT	Create works of art that use specific principles to solve visual problems.			
	H.8.2 PROFICIENT	Create works that communicate in-depth knowledge gained through the experience of integrated study.			
	H.8.3 PROFICIENT	Demonstrate an understanding of the process of integration through exhibition.			

