Curriculum Mapping Intro to 3-D Art

Semester

Unit/Days	Standard	Standard	Resources	Vocabulary	Assessments
			1100001000	, o cui d'un j	1_550055110105
pre-test, saftey, experiemental pinch pot	PROFICIENT H.1.6 PROFICIENT H.2.3 PROFICIENT H.5.1 PROFICIENT H.5.2 PROFICIENT H.5.3 PROFICIENT H.6.5 PROFICIENT H.6.6	Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others. 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. Demonstrate respect for personal work and the work of others Evaluate the effectiveness of elements and principles in works of art	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	 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 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: Practice pinch pot Oral Critique Google Presentation on artist and elements and principles sound or Video clip on the student website)

Unit 2/ 15 Days	H.1.2	Identify function in artwork and how it relates to the history,	LearningConnection.doe.i	Burnishing Hand-Building	Sketched Design Series of 3 Pinch Pots that meet
Pinch Pot	PROFICIENT	aesthetics, and culture of a work	n.gov "Working with Clay" by	Body	requirements
	H.1.3 PROFICIENT	Identify iconography in an artist's work or a body of work and analyze the meaning	Susan Peterson "500 Figures" by Suzanne Tourtillott	Lip Foot	One of the 3 must be an exemplary example Grading Rubric
	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	"500 Cups" by Suzanne Tourtillott "500 Teapots" by Suzanne		Create a "Gloster" on the many functions and uses of Pinch Pots throughout the world Teacher Observation
	H.1.6 PROFICIENT	Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail)	Tourtillott Ceramics Binder with Lesson Plan for Project 1		Oral Critique Students will explain how their abstract, elongated facial
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.	Example Images from Internet (Tripod, Abstract Face,		features symbolize an emotion. Students will develop and write down their own definition of
	H. 4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.	Organic) File on Computer called "Pinch Pots"		"what is art." They will compare their definition to each other and the opinions of various critics and aestheticians.
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.	Teacher Lecture Teacher Demonstration Famous Artist:		Students create or add to their existing google site, to include examples of their work in class
	H.4.4 PROFICIENT	Engage in critical reading, writing, and discourse to improve understanding of own work and that of others.	Grading Rubric Glogster.com		Students will upload finished projects to the class chsart.deviantart.com page Students will record their "self-
	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.			critique" to link to their webpage with either iMovie or Garageband. they should discuss their thought process for
	H.5.3 PROFICIENT	Engage in philosophical inquiry into the nature of art or aesthetic issues independently or with others.			choosing the images, the elements and principles they incorporated, their feelings
	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.			towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awarness)
	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.			(Projects will include: 3 Pinch Pots Glogster
	H.6.3 PROFICIENT	Identify the origin, function, and meaning of symbols and metaphors used in personal work.			Oral Critique Definition of "what is art" Critique Sound or Video clip on the student website)
	H.6.4 PROFICIENT	Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research			
		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/	H.1.4	Identify connections between visual arts education and potential job	"Working with Clay" by	Coiling	Sketched Design
16 Days Coil Pot	PROFICIENT	offerings in the community and beyond.	Susan Peterson Ceramics Binder with	Relief	Series of 2 Coil Pots that meet requirements
Coll Pot			Lesson Plan for Project 2	Scoring Slip	One of the 2 must be an
	H.1.5	Identify criteria of professional portfolios for art school and reflect	Example Images from	Shp	exemplary example
		on strengths of own art portfolio.	Internet (Coil techniques,		Grading Rubric Prezi about the trip to Shafer
			carved designs, using a		Pottery, explaining job
	H.1.6	Identify the knowledge and skills gained in art experiences that	template, coils as		opportunities in ceramics and
	PROFICIENT	transfer to daily life. (attention to detail)	decorative elements, etc)		how art effects the local, state,
			File on Computer called		and national economies.
	H.1.8	Know the responsibilities of and the need for individual art patrons	"Coil Pot"		Teacher Observation Oral Critique
	PROFICIENT	in the community.	"500 Figures" by Suzanne		Students will develop their own
	11.1.0		Tourtillott		definition of "what is art." They
	H.1.9	Analyze impact of the arts community and culture on local, state, and national economies.	"500 Cups" by Suzanne Tourtillott		will compare their definition to
	PROFICIENT	and national economies.	"500 Teapots" by Suzanne		each other and the opinions of
	H.4.1	Identify and apply theories of art when making informed judgments	Tourtillott		various critics and aestheticians. Students create or add to their
		about works of art.	Teacher Lecture		existing google site, to include
	1 KOI ICEIIII		Teacher Demonstration		examples of their work in class
	H.4.2	Listen to and read alternative responses to works of art from peers,	LearningConnection.doe.i		Students will upload finished
	PROFICIENT	artists, and	n.gov		projects to the class
		philosophers.	Famous Artist:		chsart.deviantart.com page Students will record their "self-
			Grading Rubric		critique" to link to their webpage
	H.5.1	Reflect on and discuss the personal significance of a work of art and	Shafer Pottery		with either iMovie or
	PROFICIENT		shaferstonewarepottery.co		Garageband. they should
		aestheticians.	m		discuss their thought process for
	H.5.2	Identify subtle problems in works of art, form theories about these	Prezi.com		choosing the images, the elements and principles they
					incorporated, their feelings
	IKOPICIENI	works, and evaluate alternative hypotheses.			towards their final design, and
	H.5.3	Engage in philosophical inquiry into the nature of art or aesthetic			the most valuable lesson they
		issues independently or with others.			learned (could be a technique,
					design concept, or self awarness) Student websites will be
	H.6.2	Make informed choices about specific subject matter or concepts and			checked for accuracy, see if they
	PROFICIENT	defend those choices when given a range of objects or spaces.			are up to date, and ensure the
					quality of work is sufficient. All
	H.6.4	Demonstrate thoughtful revision and refinement of original work			finished projects should be
	PROFICIENT	based upon reflection, critique, practice, and research			uploaded and portfolio quality.
	H.6.5	Examine and establish criteria for judging excellence in work and			(Projects will include:
					2 Coil pots
		self-evaluation, utilizing established criteria for the purpose of			Prezi about field trip
		creating portfolio level work.			Oral Critique Website Checkpoint
	H.6.6				Sound or Video clip on the
		Demonstrate respect for personal work and the work of others			student website)

H.1.6 PROFICIENT H.5.1 PROFICIENT H.5.2	on strengths of own art portfolio. Identify the knowledge and skills gained in art experiences that transfer to daily life. (attention to detail) Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians. Identify subtle problems in works of art, form theories about these	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		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
PROFICIENT H.5.1 PROFICIENT H.5.2	transfer to daily life. (attention to detail)Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.Identify subtle problems in works of art, form theories about these	Maureen Mackey- Teachers Edition Document Camera "500 Figures" by Suzanne Tourtillott "500 Cups" by Suzanne Tourtillott		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
PROFICIENT H.5.1 PROFICIENT H.5.2	transfer to daily life. (attention to detail)Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians.Identify subtle problems in works of art, form theories about these	Teachers Edition Document Camera "500 Figures" by Suzanne Tourtillott "500 Cups" by Suzanne Tourtillott		semester that are technically sound. Teacher Observation Oral Critique Students create or add to their existing google site, to include
H.5.1 PROFICIENT H.5.2	Reflect on and discuss the personal significance of a work of art and compare with the significance found by peers. critics, and aestheticians. Identify subtle problems in works of art, form theories about these	Document Camera "500 Figures" by Suzanne Tourtillott "500 Cups" by Suzanne Tourtillott		sound. Teacher Observation Oral Critique Students create or add to their existing google site, to include
PROFICIENT H.5.2	compare with the significance found by peers. critics, and aestheticians. Identify subtle problems in works of art, form theories about these	"500 Figures" by Suzanne Tourtillott "500 Cups" by Suzanne Tourtillott		Teacher Observation Oral Critique Students create or add to their existing google site, to include
PROFICIENT H.5.2	compare with the significance found by peers. critics, and aestheticians. Identify subtle problems in works of art, form theories about these	Tourtillott "500 Cups" by Suzanne Tourtillott		Students create or add to their existing google site, to include
Н.5.2	aestheticians. Identify subtle problems in works of art, form theories about these	"500 Cups" by Suzanne Tourtillott		existing google site, to include
H.5.2	Identify subtle problems in works of art, form theories about these	Tourtillott		
		"500 Teanote" by Suzanne		examples of their work in class
PROFICIENT				Students will upload finished
	works, and evaluate alternative hypotheses.	Tourtillott		projects to the class chsart.deviantart.com page
				Students will record their "self-
				critique" to link to their webpage
PROFICIENT	defend those choices when given a range of objects or spaces.			with either iMovie or
				Garageband. they should
		Grading Rubric		discuss their thought process for
PROFICIENT	based upon reflection, critique, practice, and research			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,
	creating portfolio level work.			design concept, or self awarness)
PROFICIENT	Demonstrate respect for personal work and the work of others			(Projects will include:
				Glazed Projects
				Oral Critique, Website
				Checkpoint Sound or Video clip on the
				student website)
F F F F	H.6.2 PROFICIENT H.6.4 PROFICIENT H.6.5 PROFICIENT H.6.6	 H.6.2 PROFICIENT 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.6.2Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.Teacher Lecture Teacher Demonstration LearningConnection.doe.i n.gov Grading RubricH.6.4Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and researchGrading RubricH.6.5Examine 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.Free critique, and self-evaluation, utilizing established criteria for the purpose of creating portfolio level work.	1.6.2Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.Teacher Lecture Teacher Demonstration LearningConnection.doe.i n.gov1.6.4Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and researchGrading Rubric1.6.5Examine 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.Teacher Lecture Teacher Demonstration LearningConnection.doe.i n.gov1.6.6Examine 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.Teacher Lecture Teacher Demonstration LearningConnection.doe.i n.gov

Unit 5/ Semester Potters Wheel	H.4.2 PROFICIENT H.5.1 PROFICIENT H.5.2 PROFICIENT H.6.2 PROFICIENT H.6.4 PROFICIENT H.6.5 PROFICIENT H.6.5	aestheticians. Identify subtle problems in works of art, form theories about these works, and evaluate alternative hypotheses. Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces. Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research Examine and establish criteria for judging excellence in work and	"Working with Clay" by Susan Peterson Potter's Wheel "500 Figures" by Suzanne Tourtillott "500 Cups" by Suzanne Tourtillott Teacher Lecture Teacher Demonstration LearningConnection.doe.i n.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

Unit 6/		Identify criteria of professional portfolios for art school and reflect	"Working with Clay" by	Slab	8x8" Slab Practice Bowl like
16 Days	PROFICIENT	on strengths of own art portfolio.	Susan Peterson		Earlham examples
Slab Pot	TT 4 1		Ceramics Binder with		45° Angle check Sketched Design
	H.4.1	Identify and apply theories of art when making informed judgments about works of art.	Lesson Plan for Project 3		Series of 2 Slab Pots that meet
	PROFICIENT	about works of art.	"500 Figures" by Suzanne Tourtillott		requirements
	H.4.2	Listen to and read alternative responses to works of art from peers,	"500 Cups" by Suzanne		One of the 2 must be an
		artists, and	Tourtillott		exemplary example Student Made Ceramic Texture
	r nor release	philosophers.	"500 Teapots" by Suzanne		Roller
		r ···r ···	Tourtillott		Grading Rubric
	H.5.2	Identify subtle problems in works of art, form theories about these	LearningConnection.doe.i		Teacher Observation
	PROFICIENT	works, and evaluate alternative hypotheses.	n.gov		Oral Critique
			Example Images from		Students will develop their own definition of "what is art." They
	H.6.2	Make informed choices about specific subject matter or concepts and	Internet (Slab techniques,		will compare their definition to
	PROFICIENT	defend those choices when given a range of objects or spaces.	Decorative designs, using		each other and the opinions of
	H.6.4	Domonstrate the ughtful requision and refinement of original work	a stencil, etc)		various critics and aestheticians.
		Demonstrate thoughtful revision and refinement of original work based upon reflection, critique, practice, and research	File on Computer called "Slab Pot"		Students create or add to their existing google site, to include
	INDICIENT	based upon reneeron, enrique, practice, and research	Teacher Lecture		examples of their work in class
	H.6.5	Examine and establish criteria for judging excellence in work and	Teacher Demonstration		Students will upload finished
		revise and refine work through analysis, synthesis, peer critique, and	(Book)		projects to the class
		self-evaluation, utilizing established criteria for the purpose of	Grading Rubric		chsart.deviantart.com page
		creating portfolio level work.	Earlham College Art		Students will record their "self- critique" to link to their webpage
	H.6.6		Department		with either iMovie or
	PROFICIENT	Demonstrate respect for personal work and the work of others	(Clay Video)		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)
					student website)

TT :	11.1.7			
Unit 7/	H.1.5	Identify criteria of professional portfolios for art school and reflect	"Working with Clay" by	Sketched Design
16 Days	PROFICIENT	on strengths of own art portfolio.	Susan Peterson	Texture Slab from chosen theme
Texture Pot			Ceramics Binder with	Texture Container that fits 1 of 5
	H.1.7	Critique art experienced at local and state museums, exhibits, movie	Lesson Plan for Project 4	themes
		theaters, other arts-related establishments, public art, and digital	"500 Figures" by Suzanne	Grading Rubric
	FROFICIENT			Teacher Observation
		resources, then analyze the effect of these	Tourtillott	Oral Critique
		experiences upon daily life.	"500 Cups" by Suzanne	Student contribution to the class
			Tourtillott	"Google Doc" in relation to
	H.1.8	Know the responsibilities of and the need for individual art patrons	"500 Teapots" by Suzanne	critiquing the art we viewed at
		in the community.	Tourtillott	the Richmond Art Museum and
	I ROLICIENT	in the community.	LearningConnection.doe.i	how it can be relate to daily life.
	TT 4 1			Students will develop their own
	H.4.1	Identify and apply theories of art when making informed judgments	n.gov	definition of "what is art." They
	PROFICIENT	about works of art.	Example Images from	
			Internet (Texture	will compare their definition to
	H.4.2	Listen to and read alternative responses to works of art from peers,	techniques, designs, etc)	each other and the opinions of
	PROFICIENT	artists and	File on Computer called	various critics and aestheticians.
	I KOI ICILIVI		"Texture Project"	Students create or add to their
		philosophers.		existing google site, to include
			Teacher Lecture	examples of their work in class
	H.4.4	Engage in critical reading, writing, and discourse to improve	Teacher Demonstration	Students will upload finished
	PROFICIENT	understanding of own work and that of others.	(Book)	projects to the class
		5	Grading Rubric	chsart.deviantart.com page
	H.5.1	Reflect on and discuss the personal significance of a work of art and	Richmond Art Museum	Students will record their "self-
		Reflect of and discuss the personal significance of a work of art and		critique" to link to their webpage
	PROFICIENT	compare with the significance found by peers. critics, and	Google Docs	with either iMovie or
		aestheticians.		Garageband. they should
				discuss their thought process for
	H.5.2	Identify subtle problems in works of art, form theories about these		choosing the images, the
	PROFICIENT			elements and principles they
	I ROLICIENT	works, and evaluate alternative hypotheses.		incorporated, their feelings
	11.5.2	Particular in a literation in the day of an effective state		towards their final design, and
	H.5.3	Engage in philosophical inquiry into the nature of art or aesthetic		
	PROFICIENT	issues independently or with others.		the most valuable lesson they
				learned (could be a technique,
	H.6.1	Demonstrate skill in perception from real life (not photographs or		design concept, or self
		flat imagery) to present convincing, accurately rendered objects or		awareness)
	TROPICIENT			
		subject matter.		(Projects will include:
				Texture Slab
	H.6.2	Make informed choices about specific subject matter or concepts and		Texture container
	PROFICIENT	defend those choices when given a range of objects or spaces.		Oral Critique
				Google Doc about RAM trip,
	H.6.4	Demonstrate thoughtful revision and refinement of original work		Website Checkpoint
				Sound or Video clip on the
	PROFICIENT	based upon reflection, critique, practice, and research		student website)
	H.6.5	Examine and establish criteria for judging excellence in work and		
	PROFICIENT	revise and refine work through analysis, synthesis, peer critique, and		NOTE TO SELF: MAKE THE
		self-evaluation, utilizing established criteria for the purpose of		SLAB CONTAINER
		creating portfolio level work.		COMBINE WHEEL AND
	11.6.6	creating portiono level work.		
	H.6.6			SLAB
	PROFICIENT	Demonstrate respect for personal work and the work of others		
	H.7.3	Create artworks that demonstrate skill and understanding of different		
		media, processes, and techniques.		
		······································		
	H.8.3	Demonstrate an understanding of the process of integration through		
	PROFICIENT	exmonion.		

Unit 8/	H.1.5	Identify criteria of professional portfolios for art school and reflect	"Working with Clay" by	Spout	Sketched Design
16 Days		on strengths of own art portfolio.	Susan Peterson	Handle	Handle Technique Quiz
Combination	1 HOLIGILIU		Ceramics Binder with	Lid	Spout Technique Quiz
Teapot	H.2.1	Recognize and compare works of art, identifying them by artist,	Lesson Plan for Project 5		Lid Technique Quiz
	PROFICIENT	period, style, and geographic location.	"500 Figures" by Suzanne		Process Research Paper over famous ceramic artist who uses
			Tourtillott		multiple techniques in their
	H.3.2	Construct well-supported interpretations of works of art using	"500 Cups" by Suzanne		work.
	PROFICIENT	problem solving and critical inquiry, reflecting on various	Tourtillott		Grading Rubric
		interpretations, evidence presented in the work, and its cultural	"500 Teapots" by Suzanne		Teacher Observation
		context.	Tourtillott		Oral Critique
	H.4.1		LearningConnection.doe.i		Students will bring in pictures of three different ceramic artists.
	PROFICIENT	Identify and apply theories of art when making informed judgments	n.gov		On the back, they should write
		about works of art.	Example Images from		the artist's name, time period,
	H.4.2	Liston to and road alternative responses to works of out from poors	Internet (Teapot		style, and geographic location.
	PROFICIENT	Listen to and read alternative responses to works of art from peers,	techniques, Combining Technique designs, etc)		In class, we will compare all of
	INDICIENT	philosophers.	File on Computer called		the artists to find similarities and
		philosophers.	"Combine Tech."		differences. Students will develop their own
	H.4.3	Analyze the views of an aesthetician.	Teacher Lecture		definition of "what is art." They
	PROFICIENT		Teacher Demonstration		will compare their definition to
			(Book)		each other and the opinions of
	H.4.4	Engage in critical reading, writing, and discourse to improve	Grading Rubric		various critics and aestheticians.
	PROFICIENT	understanding of own work and that of others.	Web Resources		A local artist will come in and evaluate a "mini art show" that
			Student Research		includes at least one of each
	H.5.1	Reflect on and discuss the personal significance of a work of art and	Fotobabble.com		student's work. Afterwards,
	PROFICIENT	compare with the significance found by peers. critics, and			each student will make their own
		aestheticians.			"FotoBabble" that compares
					their ideas about their art
	H.5.2	Identify subtle problems in works of art, form theories about these			compared to the local artist's ideas.
	PROFICIENT	works, and evaluate alternative hypotheses.			Students create or add to their
	H.5.3	Engage in philosophical inquiry into the nature of art or aesthetic			existing google site, to include
		issues independently or with others.			examples of their work in class
	I KOPICIENI	issues independently of with others.			Students will upload finished
	H.6.2	Make informed choices about specific subject matter or concepts and			projects to the class chsart.deviantart.com page
		defend those choices when given a range of objects or spaces.			Students will record their "self-
					critique" to link to their webpage
	H.6.4	Demonstrate thoughtful revision and refinement of original work			with either iMovie or
	PROFICIENT	based upon reflection, critique, practice, and research			Garageband. they should
					discuss their thought process for choosing the images, the
	H.6.5	Examine and establish criteria for judging excellence in work and			elements and principles they
	PROFICIENT	revise and refine work through analysis, synthesis, peer critique, and			incorporated, their feelings
		self-evaluation, utilizing established criteria for the purpose of			towards their final design, and
		creating portfolio level work.			the most valuable lesson they
	H.6.6	Demonstrate mean act for mean and such and the such of others			learned (could be a technique,
	PROFICIENT	Demonstrate respect for personal work and the work of others			design concept, or self awareness)
	Н.7.3	Create artworks that demonstrate skill and understanding of different			
		media, processes, and techniques			(Projects will include:
		incura, processes, and termiques			Handle, Spout, Lid quiz
					Process Research Paper
					Three artist's images with info Mini art show participation
					FotoBabble comparing
					aesthetics
	+	•		•	

Unit 9/	H.1.3	Identify iconography in an artist's work or a body of work and	•"Working with Clay" by	Mixed Media	Sketched Design
16 Days		analyze the meaning	Susan Peterson	winten wieula	Written Description of how
Final Library	I KOI ICILIUI	anaryze the meaning	•Ceramics Binder with		their project will relate to the
Container	H.1.5	Identify criteria of professional portfolios for art school and reflect	Lesson Plan for Project 6		chosen theme.
Container		on strengths of own art portfolio.	•Centerville Jr/Sr High		Finished Library Themed
			Library		container that relates to a
	H.2.2	Identify stylistic characteristics in the works of an artist or movement	•"500 Figures" by		section in the high school library.
	PROFICIENT	and	Suzanne Tourtillott		Grading Rubric
		describe how style is influenced by the culture and time.	•"500 Cups" by Suzanne		Teacher Observation
			Tourtillott		Oral Critique
	H.4.1	Identify and apply theories of art when making informed judgments	•"500 Teapots" by		Classroom discussion
	PROFICIENT	about works of art.	Suzanne Tourtillott		comparing themed containers with their intended meaning.
			•LearningConnection.doe.		Students will develop their own
	H.4.2	Listen to and read alternative responses to works of art from peers,	in.gov		definition of "what is art."
	PROFICIENT		•Example Images from		They will compare their
		philosophers.	Internet (Conveying a		definition to each other and the
	11.5.1		literary idea in 3-D)		opinions of various critics and
	H.5.1	Reflect on and discuss the personal significance of a work of art and	•File on Computer called		aestheticians.
	PROFICIENT	compare with the significance found by peers. critics, and aestheticians.	"School related" •Teacher Lecture		• Glogster that illustrates their definition of art and includes
		acsulcucians.	Teacher Demonstration		photos of their work from this
	H.5.2	Identify subtle problems in works of art, form theories about these	Grading Rubric		class with explanations of the
		works, and evaluate alternative hypotheses.	•		origin, function, meaning of
	I ROI ICILIU	works, and evaluate alternative hypotheses.			symbols, and metaphors used
	H.5.3	Engage in philosophical inquiry into the nature of art or aesthetic			along with their most effective elements and principles.
		issues independently or with others.			Students create or add to their
					existing google site, to include
	H.6.2	Make informed choices about specific subject matter or concepts and			examples of their work in class
	PROFICIENT	defend those choices when given a range of objects or spaces.			• Students will upload finished
					projects to the class
	H.6.3	Identify the origin, function, and meaning of symbols and metaphors			chsart.deviantart.com pageStudents will record their "self-
	PROFICIENT				critique" to link to their
		personal work.			webpage with either iMovie or
					Garageband. they should
	H.6.4	Demonstrate thoughtful revision and refinement of original work			discuss their thought process
		based upon reflection, critique, practice, and research			for choosing the images, the
	H.6.6	Domonstrate respect for personal work and the work of others			elements and principles they incorporated, their feelings
	PROFICIENT	Demonstrate respect for personal work and the work of others			towards their final design, and
	H.7.1	Evaluate the effectiveness of elements and principles in works of art			the most valuable lesson they
		and use this evaluation to inform personal work.			learned (could be a technique,
	I ROI ICILIU	and use this evaluation to morni personal work.			design concept, or self
	H.7.2	Create works of art that use specific principles to solve visual			awareness)
	PROFICIENT				• (Projects will include:
		r			Written description
	H.8.2	Create works that communicate in-depth knowledge gained through			Library Themed container
	PROFICIENT	the experience of integrated study.			Oral Critique
					• Glogster with their Definition
	H.8.3	Demonstrate an understanding of the process of integration through			of what is art and images with
	PROFICIENT	exhibition.			explanations, Website Checkpoint
					• Sound or Video clip on the
					student website Completed
					"Ceramics" link on their school
					website.