

**Warren County School District**  
**PLANNED INSTRUCTION**

**COURSE DESCRIPTION**

**Course Title:** Art Skills Ceramics I

**Course Number:** 00714

**Course Prerequisites:** none

**Course Description:** (Include “no final exam” or “final exam required”)

This course is designed to introduce students to skills in the basic fundamentals of 3-dimensional art and the use of clay. Students will gain knowledge of the essential processes involved with ceramics. Topics include: pinch pots, coil-building, slab construction, and throwing pieces on a potter’s wheel.

**Suggested Grade Level:** 9-12

**Length of Course:**   X   One Semester        Two Semesters        Other (Describe)

**Units of Credit:**       .5       (Insert **NONE** if appropriate.)

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s): K-12 Art Education**

**Certification verified by WCSD Human Resources Department:**

  X   Yes        No

Online Resources:

**BOARD APPROVAL:**

**Date Written:** November 13, 2018

**Date Approved:**                     

**Implementation Year:** 2019-2020

## SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

### SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

Performance Indicator	Assessment
<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p> <p>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>C. Recognize and use fundamental vocabulary within each of the arts forms.</p> <p>D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.</p> <p>E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.</p> <p>F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).</p> <p>G. Recognize the function of rehearsals and practice sessions.</p> <p>H. Handle materials, equipment and tools safely at work and performance spaces.</p> <p>I. Identify arts events that take place in schools and in communities.</p> <p>J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <p>K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.</p> <p><b>9.2. Historical and Cultural Contexts</b></p> <p>A. Explain the historical, cultural and social context of an individual work in the arts.</p> <p>B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p>C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p>D. Analyze a work of art from its historical and cultural perspective.</p> <p>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p> <p>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Projects</li> <li>• Sketchbooks</li> <li>• Quizzes</li> <li>• Worksheets</li> <li>• Critiques</li> </ul>

<p>G. Relate works in the arts to geographic regions</p> <p>H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p> <p>I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p> <p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</p> <p>K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).</p> <p>L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s <i>Appalachian Spring</i> and Millet’s <i>The Gleaners</i>).</p> <p><b>9.3. Critical Response</b></p> <p>A. Recognize critical processes used in the examination of works in the arts and humanities.</p> <p>B. Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian’s <i>Broadway Boogie-Woogie</i>; use of dynamics, tempo, texture in Ravel’s <i>Bolero</i>).</p> <p>C. Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).</p> <p>D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.</p> <p>E. Recognize and identify types of critical analysis in the arts and humanities.</p> <p>F. Know how to recognize and identify similar and different characteristics among works in the arts.</p> <p>G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.</p> <p><b>9.4. Aesthetic Response</b></p> <p>A. Know how to respond to a philosophical statement about works in the arts and humanities.</p> <p>B. Know how to communicate an informed individual opinion about the meaning of works in the arts.</p> <p>C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts.</p> <p>D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.</p>	
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## **Outline**

1. Elements and Principles of Art
  - a. Design for a sketchbook cover
2. Sketchbook and Chop Mark/Stamp Making
  - a. Developing ideas
  - b. Learning techniques
3. Basic Slab & Pinch Pots/Forms
  - a. Stretching slabs and building
  - b. Pinched form: Basic to Complex
4. Coiled Pottery
  - a. Forming & Building
5. Throwing
  - a. Forming & Trimming
6. Independent Studio Project
7. Digital Portfolio/Technology

## **ASSESSMENTS**

**Suggested Formative Assessments:** The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Labs/lab reports
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response
- Classroom Performance System (CPS)

**Suggested Summative Assessments:**

- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations

- Portfolios

### **District Approved Assessment Instruments**

- Any district approved assessment instrument

**Portfolio Assessment:** \_\_\_\_\_ Yes   X   No

**District-wide Final Examination Required:**   X   Yes \_\_\_\_\_ No

**Course Challenge Assessment (Describe):** No

**WRITING TEAM:** Cindy Hartburg, Joie Hendricks, Jessica McElhaney, Andrew Pollard, Ashlee Sprandle, Terri Walters, Heather Walters, Becky Yeager

### **WCSD STUDENT DATA SYSTEM INFORMATION**

1. Is there a required final examination?   X   Yes \_\_\_\_\_ No
2. Does this course issue a mark/grade for the report card?  
  X   Yes \_\_\_\_\_ No
3. Does this course issue a Pass/Fail mark? \_\_\_\_\_ Yes   X   No
4. Is the course mark/grade part of the GPA calculation?  
  X   Yes \_\_\_\_\_ No
5. Is the course eligible for Honor Roll calculation?   X   Yes \_\_\_\_\_ No
6. What is the academic weight of the course?  
\_\_\_\_\_ No weight/Non credit   X   Standard weight  
\_\_\_\_\_ Enhanced weight (Describe)