

**Fair Lawn Public Schools
Fair Lawn, NJ**



**Pottery II
2012**

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2012

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Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century.

We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning.

We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community.

We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual.

We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others.

We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Fine Art Mission Statement

The course offerings of the Fine Art Department provide all Fair Lawn High School students the opportunity to grow aesthetically; to develop and expand a critical awareness of their cultural heritage; and to acquire the skills needed to distinguish the fine from the mundane. The intent is to help students increase their perception and awareness of the environment, to encourage an imaginative and creative approach to problem solving, and to develop self-discipline and confidence. The varied courses offered by the Fine Art Department are designed to challenge all students to achieve higher levels of performance and appreciation.

New Jersey Core Curriculum Content Standards

Visual Arts:

Standard 1.1 (the creative process) all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 (history of the arts and culture) all students will understand the role, development, and influence of the arts throughout history and across the cultures.

Standard 1.3 (performance) all students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.

Standard 1.4 (aesthetic responses and critique methodologies) all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

For more specific details go to:

<http://www.state.nj.us/education/cccs/standards/1/index.html>

Cross Curricular Core Content Standards

The units in this curriculum reflect the integration of the New Jersey Language Arts/Literacy, Mathematics, Science, Social Studies, Technology Literacy, and 21st-Century Life and Careers Core Curriculum Content Standards.

These integrated standards are:

Language Arts/Literacy – CCCS 3.1.E 1-5; 3.1.F 1-2; 3.1.H 1-7; 3.2.A 1-13; 3.2B 8-10; 3.2.C 1-5, 7, 9; 3.2.D 2, 4, 12; 3.3.A 1-3, 5; 3.3.B 5-6; 3.3.C 1-3; 3.4, 3.5.A 1-8; 3.5.B 1-7; 3.5.C 1-4

Mathematics – CCCS 4.2: 4.4.A 1-3; 4.4 B 1-2; 4.4 C 1; 4.5 E 1-3

Science – CCCS 5.2.P.A.1; 5.2.8.A.3; 5.2.4.B.1; 5.2.12.C.2

Social Studies – CCCS 6.1.P.D.1,2,3,4; 6.1.12.D.3.e; 6.1.12.D.8.b; 6.1.12.D.14.f

Technology Literacy – CCCS 8.1; 8.2

21st-Century Life and Careers – CCCS 9.1; 9.2

Common Core State Standards Initiative (2010)

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

Examples of these standards:

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)

njccs.nj.gov/

Course Synopsis

The purpose of Pottery II is a reemphasis in the skills and techniques acquired in Pottery I. It also provides the students with a broader and more technical aspect of working with clay. The historical and cultural aspects of ceramics are also explored throughout the course. When appropriate, an awareness of the topic relevance to business and/or industrial applications is provided for each student.

The pre-requisites for the course are as follows:

- Pottery and Ceramics

Students must have achieved a grade of B or above in any/all of the above courses.

The historical and cultural aspects of Pottery are also explored throughout the course. When appropriate, an awareness of the topic relevance to business and/or industrial applications is provided for each student. The subject matter is presented with an awareness of the National Art Education Association curriculum standards and the New Jersey State Core Curriculum Content Standards.

Course Benchmarks

1. Explain the role of the pottery and ceramics and how it has evolved throughout history.
2. Identify specific design periods and significant designers as they apply to the field of pottery or ceramics.
3. Identify and explain the various career and industrial pathways that apply to the fields of pottery and ceramics.
4. Trace the historical evolution of pottery and ceramics, beginning with the invention of clay figures as good luck charms and religious icons, through the functional usages, to artistic usages.
5. Identify and implement the fundamentals and principles of design as they apply to ceramics and pottery.
6. Identify and define the uses of glazes and under glazes and how they are applied to clay or bisque ware.
7. Form a successful piece by using a combination of skills through the use of the wheel and hand building techniques.
8. Use a combination of skills as they apply both glazes and under glazes.
9. Implement a variety of problem solving strategies as they apply to pottery.
10. Students will prepare and submit a comprehensive portfolio that serves as a representation of their growth and development as a pottery student throughout the year.

SCOPE & SEQUENCE

I. Remediation of the skills used on the wheel and in hand building

NJCCCS: 1.1, 1.2, 1.3, 1.4

- a. Remediation of wheel skills
- b. New wheel thrown projects
- c. Introduction of new hand building projects

II. Alternative Surface Treatment and additional hand building

NJCCCS: 1.1, 1.2, 1.3, 1.4

- a. Introduction to new surface treatments(such as fluting)
- b. Introduction to additional types of hand building
- c. New glazing techniques

III. Altered Wheel Thrown and sculptural wheel

NJCCCS: 1.1, 1.2, 1.3, 1.4

- a. Wheel thrown sculpture projects
- b. Using a wheel thrown piece as a basis of an abstract sculpture

IV. Independent Study

NJCCCS: 1.1, 1.2, 1.3, 1.4

- a. Students create their own work using what ever process they would like

Suggested Assessments

May include, but will not be limited to:

1. Oral Work
2. Lecture Participation
3. Homework
4. Projects – Individual and Group Work
5. Midterm Examination Project
6. Final Examination Project
7. Portfolio Presentation and Review

Graded Skills	Art work Criteria								
6		7		8		9		10	
Elements & Principles	Project incomplete or complete but shows no evidence of understanding elements/ principles, no planning	Project complete but shows little evidence of planning or understanding elements/principles	Project shows adequate understanding of elements/principles, evidence of some planning	Project planned carefully, several preliminary sketches, used elements/ principles effectively to create successful composition	Project planned carefully, multiple preliminary sketches, used elements/ principles effectively to create strong composition				
Creativity & Originality	Project incomplete or finished with no evidence of experimentation, originality or creativity expressed	The student tried an idea but it lacked originality; substituted "symbols" for personal observation; unoriginal or copied.	The student tried 2-3 ideas before selecting one; or based his or her work on someone else's idea; solved the problem in a logical way.	The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; demonstrated understanding problem solving skills.	The student explored many choices before selecting one; generating multiple ideas; tried unusual combinations or changes on several ideas; demonstrated understanding problem solving skills. Above and beyond expectations.				
Effort & Perseverance	Project unfinished or completed only after many prompts/ ideas/physical help & solutions from others	Project finished with minimum effort/met minimum requirements with no extra effort	Project finished with hard work but some details lacking	Project finished with maximum effort.	Project finished with maximum effort, went well beyond requirements				
Craftsmanship /Skill	Project finished with no attention to details, quickly thrown together	Project finished but somewhat messy	Project finished with most details, minor flaws present	project beautifully/ carefully made	project beautifully/ carefully made, above and beyond expectations				
Attitude /Responsibility	Student off task, lack of thought for materials, sought ways to avoid work	Student completed minimal work, often off task	Student worked consistently, assisted with preparation and cleanup	Student worked consistently and enthusiastically toward project, mature behavior	Student worked consistently and enthusiastically toward group goals, mentored others needing help, mature behavior				
					Total				