

Seymour Public Schools Curriculum

Pottery and Sculpture GRADES 9,10,11,12

Description

Pottery and Sculpture is a half year course offered to any second semester freshman, sophomore, junior, or senior who has successfully completed 2-D Design with a grade of 70 or higher. In this course the student will incorporate the third dimension (depth) in their art through the use of various techniques used with clay. Focusing on hand building, students will use clay to create different forms of pottery as well as sculpture. Students will also have the opportunity to experience wheel throwing.

Pottery and Sculpture Curriculum Unit #1: Pinch Method

What are the oldest methods of working with clay? What was the historic purpose of clay vessels? How is this the same or different today?

Grade: High School	Unit #1: Pinch Method
National Standard for Visual Arts	VACr2.1 Organize and develop artistic ideas and work VACn10.1 Synthesize and relate knowledge and personal experiences to make art
Enduring Understanding	Artists experiment with forms, structures, materials, concepts, media, and art-making approaches. Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Questions	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Seymour Public Schools Curriculum

	<p>How does engaging in creating art enrich people’s lives?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?</p>
<p>Content Standard:</p>	<p style="text-align: center;">VACr2.1 Organize and develop artistic ideas and work</p> <p>HS Proficient: Engage in making a work of art without having a preconceived plan.</p> <p>HS Accomplished: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>HS Advanced: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p style="text-align: center;">VACn10.1 Synthesize and relate knowledge and personal experiences to make art</p> <p>HS Proficient: Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>HS Accomplished: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.</p> <p>HS Advanced: Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art or design.</p>

Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources/Suggested Media	Assessments (examples)
Pinch bowls and cups	Pottery clay Various pottery tools Banding wheels Plastic bags Kiln Glaze Brushes Student examples Teacher demonstrations	Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric

Seymour Public Schools Curriculum

Pottery and Sculpture Curriculum Unit #2: Pinch Method/Intro to Slab

What is the difference between a functional form and a decorative form? What is artist voice in a work of art?

Grade: High School	Subject: Pottery and Sculpture: Unit #2: Pinch Method/Intro to Slab
National Standard for Visual Arts	<p>VACr2.1 Organize and develop artistic ideas and work</p> <p>VARe9.1 Apply criteria to evaluate artistic work</p> <p>VACn10.1 Synthesize and relate knowledge and personal experiences to make art</p>
Enduring Understanding	<p>Artists experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>People evaluate art based on various criteria.</p> <p>Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
Essential Questions	<p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How does one determine criteria to evaluate a work of art?</p> <p>How and why might criteria vary?</p> <p>How is a personal preference different from an evaluation?</p>

Seymour Public Schools Curriculum

	<p>How does engaging in creating art enrich people’s lives?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives</p>
<p>Content Standard:</p>	<p style="text-align: center;">VACr2.1 Organize and develop artistic ideas and work</p> <p>HS Proficient: Engage in making a work of art without having a preconceived plan.</p> <p>HS Accomplished: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>HS Advanced: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p style="text-align: center;">VARe9.1 Apply criteria to evaluate artistic work</p> <p>HS Proficient: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>HS Accomplished: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>HS Advanced: Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p style="text-align: center;">VACn10.1 Synthesize and relate knowledge and personal experiences to make art</p> <p>HS Proficient: Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>HS Accomplished: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.</p>

Seymour Public Schools Curriculum

	<p>HS Advanced: Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art or design.</p>	
<p>Strategies/Modes (examples) Pinch/slab cups or bowls</p>	<p>Materials/Resources/Suggested Media Pottery clay Various pottery tools Banding wheels Plastic bags Kiln Glaze Brushes Student examples Teacher demonstrations</p>	<p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p>

Seymour Public Schools Curriculum

Pottery and Sculpture Curriculum Unit #3 Slab Method

What shapes and forms can be created from slabs of clay and how can it be used to create pottery? How does form add to the aesthetics of a work of art?

Grade: High School	Subject: Pottery and Sculpture: Unit #3: Slab Method
National Standard for Visual Arts	VACr2.1 Organize and develop artistic ideas and work VACr3.1 Refine and complete artistic work
Enduring Understanding	Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Questions	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
Performance Expectations (Student outcomes)	VACr2.1 Organize and develop artistic ideas and work HS Proficient: Engage in making a work of art or design without having a preconceived plan. HS Accomplished: Through experimentation, practice, and persistence, demonstrate acquisition of skills and

Seymour Public Schools Curriculum

	<p>knowledge in a chosen art form.</p> <p>HS Advanced: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p style="text-align: center;">VACr3.1 Refine and complete artistic work</p> <p>HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p>HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p>HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	
<p>Strategies/Modes (examples) Slab Roller Demonstration Slab construction</p>	<p>Materials/Resources/Suggested Media Pottery clay Slab Roller Various pottery tools Banding wheels Plastic bags Kiln Glaze Brushes Student examples Teacher demonstrations</p>	<p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p>

Seymour Public Schools Curriculum

Pottery and Sculpture Curriculum Unit #4 Coil Method

What is coil technique and how can it be used to create a vessel? How can coil construction create various formed vessels?

Grade: High School	Subject: Pottery and Sculpture: Unit #4 Coil Method
National Standard for Visual Arts	VACr2.1 Organize and develop artistic ideas and work VACr3.1 Refine and complete artistic work
Enduring Understanding	Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Questions	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
Performance Expectations (Student outcomes)	VACr2.1 Organize and develop artistic ideas and work HS Proficient: Engage in making a work of art or design without having a preconceived plan. HS Accomplished: Through experimentation, practice, and persistence, demonstrate acquisition of skills and

Seymour Public Schools Curriculum

	<p>knowledge in a chosen art form.</p> <p>HS Advanced: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p style="text-align: center;">VACr3.1 Refine and complete artistic work</p> <p>HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p>HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p>HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	
<p style="text-align: center;">Strategies/Modes (examples)</p> <p style="text-align: center;">Form Coil Method</p>	<p style="text-align: center;">Materials/Resources/Suggested Media</p> <p style="text-align: center;">Pottery clay Various pottery tools Banding wheels Plastic bags Kiln Glaze Brushes Student examples Teacher demonstrations</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p>

Seymour Public Schools Curriculum

Pottery and Sculpture Curriculum Unit #5 Figure in Clay

What is the difference between subtractive and additive sculpture? What is a non-functional form and how can it be used as a creative expression?

Grade: High School	Subject: Pottery and Sculpture: Unit #5 Figure in Clay
National Standard for Visual Arts	VACr1.1: Generate and conceptualize artistic ideas and work VACr2.1 Organize and develop artistic ideas and work
Enduring Understanding	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches.
Essential Questions	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
Performance Expectations (Student outcomes)	VACr1.1 Generate and conceptualize artistic ideas and work HS Proficient: Use multiple approaches to begin creative endeavors. HS Accomplished: Individually or collaboratively formulate new creative problems based on student’s existing artwork. HS Advanced: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Seymour Public Schools Curriculum

<p>VACr2.1 Organize and develop artistic ideas and work</p> <p>HS Proficient: Engage in making a work of art or design without having a preconceived plan.</p> <p>HS Accomplished: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>HS Advanced: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>		
<p>Strategies/Modes (examples) Additive and Subtractive method</p>	<p>Materials/Resources/Suggested Media Pottery clay Various pottery tools Banding wheels Plastic bags Kiln Glaze Brushes Student examples Teacher demonstrations</p>	<p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p>

Seymour Public Schools Curriculum

Pottery and Sculpture Curriculum Unit #6 Mask Making

What are the cultural and historical purposes of masks? What is a mixed media work of art?

Grade: High School	Subject: Pottery and Sculpture: Unit #6 Mask Making
National Standard for Visual Arts	VACr1.2: Generate and conceptualize artistic ideas and work VACn11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Enduring Understanding	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Questions	How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations? How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
Performance Expectations (Student outcomes)	VACr1.2 Generate and conceptualize artistic ideas and work HS Proficient: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. HS Accomplished: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Seymour Public Schools Curriculum

	<p>HS Advanced: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VACr11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>HS Proficient: Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p> <p>HS Accomplished: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p> <p>HS Advanced: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	
<p>Strategies/Modes (examples) Slab method Additive and Subtractive method Mixed media construction</p>	<p>Materials/Resources/Suggested Media Pottery clay Various mixed media materials Various pottery tools Banding wheels Plastic bags Kiln Glaze Brushes Student examples Teacher demonstrations</p>	<p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p>

Seymour Public Schools Curriculum

Pottery and Sculpture Curriculum Unit #7 Like a Master

Grade: High School	Subject: Pottery and Sculpture: Unit #7 Like a Master
National Standard for Visual Arts	VACr3.1: Refine and complete artistic work VACn10.1: Synthesize and relate knowledge and personal experiences to make art
Enduring Understanding	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Questions	What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How does engaging art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?

Seymour Public Schools Curriculum

<p>Performance Expectations (Student outcomes)</p>	<p style="text-align: center;">VACr3.1 Refine and complete artistic work</p> <p>HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p>HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p>HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p style="text-align: center;">VACr10.1 Synthesize and relate knowledge and personal experiences to make art</p> <p>HS Proficient: Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>HS Accomplished: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.</p> <p>HS Advanced: Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art or design.</p>	
<p>Strategies/Modes (examples) Inspiration from a master artist</p>	<p>Materials/Resources/Suggested Media</p> <p>Pottery clay Various pottery tools Banding wheels Plastic bags Kiln Glaze Brushes Student examples Teacher demonstrations</p>	<p>Assessments (examples)</p> <p>Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media</p> <p>Summative Assessment: Project Rubric</p>

Seymour Public Schools Curriculum

Pottery and Sculpture Curriculum Unit #8 Student Concentration

How does an artist maintain style, technique, and concept while showing experimentation and growth in a sustained investigation? How does an artist effectively communicate through a work of art?

Grade: High School	Subject: Pottery and Sculpture: Unit #8 Student Concentration
National Standard for Visual Arts	VAPr5.1: Develop and refine artistic techniques and work for presentation VARe9.1 Apply criteria to evaluate artistic work
Enduring Understanding	Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. People evaluate art based on various criteria.
Essential Questions	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio or a collection? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Seymour Public Schools Curriculum

<p>Performance Expectations (Student outcomes)</p>	<p style="text-align: center;">VAPr5.1 Develop and refine artistic techniques and work for presentation</p> <p>HS Proficient: Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>HS Accomplished: Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p>HS Advanced: Investigate, compare, and contrast methods for preserving and protecting art.</p> <p style="text-align: center;">VARE9.1 Apply criteria to evaluate artistic work</p> <p>HS Proficient: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>HS Accomplished: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>HS Advanced: Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	
<p style="text-align: center;">Strategies/Modes (examples) Student directed</p>	<p style="text-align: center;">Materials/Resources/Suggested Media</p> <p style="text-align: center;">Pottery clay Various pottery tools Banding wheels Plastic bags Kiln Glaze Brushes Student examples Teacher demonstrations</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media</p> <p>Summative Assessment: Project Rubric</p>