

CURRICULUM MAP

SUBJECT: Clay/Sculpture \_\_ GRADE: 9 - 12\_\_

MONTH	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
<p>Week 1- introduction and teacher assessments on level of each student and class.</p> <p>Week 2-5 Review of handbuilding techniques (slab, coil, pinch and drape), advanced levels of difficulty in examples of artists' use and personal</p>	<p>1. Why do people use a variety of materials to make art?</p> <p>2. What is design?</p>	<p>1. Intermediate, sustained projects 3D materials, maintenance and use. Use of 2D materials in conjunction with 3D design</p> <p>2. Intermediate, sustained projects relating to elements and principals of design.</p>	<p>1. <b>Standard 1: Methods, Materials and Techniques.</b> Students will demonstrate knowledge of the methods, material and techniques unique to the visual arts.</p> <p>2. <b>Standard 2: Elements and Principles of Design.</b> Students will demonstrate knowledge of the elements and principles of design.</p>	<p>2D materials including, but not limited to: graphite, charcoal, ink, marker, watercolor, tempera, acrylic, collage, and printmaking. 3D materials including, but not limited to: clay, glaze, wood, paper, textile, wire, plaster, stone, foam board, cardboard, and papier-mâché.</p>	<p>1. Sketchbook review.</p> <p>2. Student examples of class instruction</p> <p>3. Graded projects</p> <p>4. Teacher observation</p> <p>5. Group reflection and critique</p> <p>6. Individual critique/ student draft, revise and edit</p> <p>7. Review various artists whose emphasis is</p>

<p>interpretation and execution of techniques.</p> <p>Weeks 6-9 Wheel mastery, glaze experimentation etching and attaching onto clay.</p> <p>Weeks 10-14 Oversized clay reliefs with multiplied tile frames.</p> <p>Weeks 15-18 Emphasis on sculptural form through portrait heads or figures (depending on interest of the class)</p>	<p>3. How do people convey their ideas through media, materials and techniques?</p> <p>4. When is a work of art complete?</p>	<p>3. Intermediate, sustained projects relating to individual interpretation through concrete and abstract concepts.</p> <p>4. Intermediate projects relating to generating ideas, sketches, completed work. Exhibiting work.</p>	<p>3. <b>Standard 3: Observation, Abstraction, Invention and Expression.</b> Students will demonstrate their powers of observation, abstraction, invention and expression in a variety of media, materials and techniques.</p> <p>4. <b>Standard 4: Drafting, Revising and Exhibiting.</b> Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement and exhibit preparation.</p>	<p>Tools including but not limited to pottery wheels, rasps, chisels, slab roller, kiln, brushes, palettes, x-acto knives, printmaking tools. Posters, charts, books, reproductions, guest speakers, museums and galleries.</p>	<p>form and function.</p>
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<p>Materials and projects rotated due to multiple teachers/ space/ supply issues.</p>	<p>5. Why do people interpret and evaluate works of art?</p>	<p>5. Intermediate projects relating to critiquing and analyzing personal artwork and the artwork of others.</p>	<p>5. <b>Standard 5: Critical Response.</b> Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</p>		
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