



COLUMBUS CITY SCHOOLS
VISUAL ART - CERAMICS AND SCULPTURE
SCOPE AND SEQUENCE/TIMELINE

GRADING PERIOD 1					
Weeks	Suggested Unit/Theme	Standards/Benchmarks/CLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1	Ceramic Handbuilding Techniques <i>Pinch Pots</i> <i>Coiling</i>	<p>Historical, Cultural and Social Contexts</p> <p>A. Explain how and why visual art forms develop in the contexts (e.g. cultural, social, historical and political) in which they were made.</p> <p>_____ CLI 1: Identifies functional and aesthetic qualities of three-dimensional objects.</p> <p>_____ CLI 2: Research and report on the historical, cultural, social or political foundations of selected ceramics and other three-dimensional works of art.</p> <p>B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>_____ CLI 4: Identify and compare the relationships between ceramics and other three-dimensional works of art on the basis of history, culture and aesthetic qualities.</p>	<p><i>Exploring Visual Design</i> Artists and Texture, pp. 128-129</p> <p><i>Maria Martinez</i> (video)</p> <p><i>Scholastic Art Magazine</i> Ancient Greek Pottery SA-20151</p> <p>Internet: Greek Pottery</p>	<p>Acquisition of Vocabulary</p> <p>A. Verify meanings of words by the author’s use of definition, restatement, example, comparison contrast and cause and effect.</p> <p>E. Use multiple resources to enhance comprehension and vocabulary.</p>	
2-4	Ceramic Handbuilding Techniques	<p>Historical, Cultural and Social Contexts</p> <p>D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.</p> <p>_____ CLI 7: Describe various sources (e.g.</p>		<p>Reading Process</p> <p>C. Use appropriate self-monitoring strategies for comprehension</p>	

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5	<p align="center">Ceramic Decorative Techniques <i>stamping</i> <i>sgraffito</i> <i>underglaze</i> <i>glaze</i></p>	<p>_____ CLI 6: Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).</p> <p>Connections, Relationships and Applications</p> <p>A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism, postmodernism) on the development of visual art.</p> <p>_____ CLI 1: Identify ways in which culture has influenced the work of contemporary ceramists and sculptors.</p> <p>C. List and explain opportunities for lifelong involvement in the visual arts.</p> <p>_____ CLI 5: Investigate opportunities for lifelong involvement in the arts and arts-related careers.</p>			
6-8	<p align="center">Ceramic Handbuilding Techniques <i>slab</i> <i>abstract</i> <i>construction</i></p>	<p>Historical, Cultural and Social Contexts</p> <p>A. Explain how and why visual art forms develop in the contexts (e.g. cultural, social, historical and political) in which they were made.</p> <p>_____ CLI 1: Identifies functional and aesthetic qualities of three-dimensional objects.</p> <p>_____ CLI 2: Research and report on the historical, cultural, social or political foundations of selected ceramics and other three-dimensional works of art.</p> <p>B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>_____ CLI 3: Explain how issues of time, place and culture influence trends in ceramics and sculptures.</p>	<p><i>Exploring Visual Design</i> Frank Gehry, p. 141 Isamu Noguchi, p. 163</p>		

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6-8	<p align="center">Ceramic Handbuilding Techniques <i>slab abstract construction</i></p>	<p>_____ CLI 4: Identify and compare the relationships between ceramics and other three-dimensional works of art on the basis of history, culture and aesthetic qualities.</p> <p>C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.</p> <p>_____ CLI 5: Investigate and report on the influences of technology on contemporary ceramics and other three-dimensional works of art.</p> <p>Creative Expression and Communication</p> <p>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ CLI 1: Create original ceramics and sculptures that demonstrate increased complexity and skill and use a variety of media.</p> <p>B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among materials, techniques and subject matter.</p> <p>_____ CLI 2: Create ceramics and sculptures that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p> <p>_____ CLI 3: Maintain a sketchbook and journal of ideas.</p> <p>C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ CLI 5: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques.</p> <p>_____ CLI 6: Use criteria to revise works-</p>			

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6-8	<p align="center">Ceramic Handbuilding Techniques <i>slab abstract construction</i></p>	<p>in-progress and describe changes made and what was learned in the process.</p> <p>Analyzing and Responding</p> <p>A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ CLI 1: Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected ceramics and other three-dimensional works of art.</p> <p>_____ CLI 2: Recognizes that three-dimensional forms are to be seen from all sides and must be carefully designed.</p> <p>B. Explain how form, subject matter and context contribute to meanings in works of art.</p> <p>_____ CLI 3: Explain how visual, spatial and temporal concepts integrate with content to communicate meaning in ceramics and sculptures.</p> <p>C. Critique their own works, the works of peers and other artists on the basis of the form, technical and expressive aspects in the works.</p> <p>_____ CLI 4: Develop and use criteria to select works for their portfolios that reflect artistic growth and achievement.</p> <p>_____ CLI 5: Apply peer review and critique processes to a student exhibition.</p> <p>_____ CLI 6: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter,</p>			

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		materials and techniques.			
9	Ceramic Handbuilding Techniques	<p>Valuing the Arts/Aesthetic Reflection</p> <p>A. Communicate how aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.</p> <p>_____ CLI 1: Articulate how individual beliefs, cultural traditions and current social contexts influence response to the meanings in ceramics and other three-dimensional works of art.</p> <p>B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.</p> <p>_____ CLI 5: Compare and contrast responses to ceramic and sculptural works of visual art on the basis of how well the works communicate intent and purpose.</p> <p>C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.</p> <p>_____ CLI 6: Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).</p>			
9	Ceramic Handbuilding Techniques architectural elements	<p>Connections, Relationships and Applications</p> <p>A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism, postmodernism) on the development of visual art.</p> <p>_____ CLI 2: Research and demonstrate the relationships between ceramics and sculpture and other disciplines (e.g., ceramics/chemistry, mobiles/physics).</p> <p>_____ CLI 3: Explain commonalities between ceramics and sculpture and</p>			

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		other disciplines. B. List and explain opportunities for lifelong involvement in the visual arts. _____ CLI 5: Investigate opportunities for lifelong involvement in the arts and arts-related careers.			

GRADING PERIOD 2

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1-4	<p align="center">Ceramic Handbuilding Techniques <i>portrait</i> <i>fantasy</i> <i>combining techniques</i> <i>masks</i> <i>figurative</i> <i>sculpture</i></p>	<p>Historical, Cultural and Social Contexts</p> <p>A. Explain how and why visual art forms develop in the contexts (e.g. cultural, social, historical and political) in which they were made.</p> <p>_____ CLI 1: Identifies functional and aesthetic qualities of three-dimensional objects.</p> <p>_____ CLI 2: Research and report on the historical, cultural, social or political foundations of selected ceramics and other three-dimensional works of art.</p> <p>B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>_____ CLI 4: Identify and compare the relationships between ceramics and other three-dimensional works of art on the basis of history, culture and aesthetic qualities.</p> <p>C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.</p> <p>_____ CLI 6: Compare ceramics and sculptures to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.</p> <p>_____ CLI 7: Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) ceramists and sculptors use to generate ideas for artworks.</p>	<p><i>Exploring Visual Design</i> Shape and Form, p. 34 Space, pp. 94-95 Texture, pp. 134-135</p> <p>Lark Ceramic Books (Arts Resource Center): <i>500 Pitchers</i> <i>500 Animals in Clay</i> <i>500 Cups</i> <i>500 Figures in Clay</i> <i>500 Bowls</i> <i>500 Teapots</i></p>	<p>Acquisition of Vocabulary</p> <p>A. Verify meanings of words by the author’s use of definition, example, comparison, contrast and cause and effect.</p> <p>E. Use multiple resources to enhance comprehension of vocabulary.</p> <p>Reading Process</p> <p>C. Use appropriate self-monitoring strategies for comprehension.</p>	<p>Social Studies Skills and Methods</p> <p>A. Obtain and evaluate information from public records and other resources related to a public policy issue.</p> <p>Geography</p> <p>A. Explain how the character and meaning of a place reflect a society’s economics, politics, social values, ideology and culture.</p>

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1-4	<p align="center">Ceramic Handbuilding Techniques <i>portrait fantasy combining techniques masks figurative sculpture</i></p>	<p>Creative Expression and Communication</p> <p>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ CLI 1: Create original ceramics and sculptures that demonstrate increased complexity and skill and use a variety of media.</p> <p>B. Create expressive artworks that demonstrate increased complexity, skill and use of elements and principles of design. (e.g. form, space, positive/negative shapes, texture, movement.)</p> <p>_____ CLI 2: Create ceramics and sculptures that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p> <p>_____ CLI 3: Maintain a sketchbook and journal of ideas.</p> <p>_____ CLI 4: Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devises in their ceramics and sculptures.</p> <p>C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ CLI 5: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques.</p> <p>_____ CLI 6: Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>Analyzing and Responding</p> <p>A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of</p>			

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1-4	<p align="center">Ceramic Handbuilding Techniques <i>portrait fantasy combining techniques masks figurative sculpture</i></p>	<p>works of art.</p> <p>_____ CLI 1: Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected ceramics and other three-dimensional works of art.</p> <p>_____ CLI 2: Recognizes the three-dimensional forms are to be seen from all sides and must be carefully designed.</p> <p>B. Explain how form, subject matter and context contribute to meanings in works of art.</p> <p>_____ CLI 3: Explain how visual, spatial and temporal concepts integrate with content to communicate meaning in ceramics and sculptures.</p> <p>C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.</p> <p>_____ CLI 5: Critiques own work and that of peers.</p> <p>_____ CLI 6: Uses self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques in three dimensional works of art.</p> <p>Valuing the Arts/Aesthetic Reflection</p> <p>B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.</p> <p>_____ CLI 4: Analyze how society influences the interpretation of works of art.</p> <p>C. Judge the merit of selected artworks and</p>			

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1-4	<p align="center">Ceramic Handbuilding Techniques <i>portrait</i> <i>fantasy</i> <i>combining techniques</i> <i>masks</i> <i>figurative sculpture</i></p>	<p>provide the aesthetic basis for their positions.</p> <p>_____ CLI 6: Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).</p> <p>Connections, Relationships and Applications</p> <p>A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism, post-modernism) on the development of three dimensional works of art.</p> <p>_____ CLI 1: Identify ways in which culture has influenced the work of contemporary ceramists and sculptors.</p> <p>_____ CLI 3: Explain commonalities between ceramics and sculpture and other disciplines</p>			
5-9	<p align="center">Potter's Wheel <i>centering</i> <i>cylinders</i> <i>bowls/vases</i> <i>cups/mugs</i></p> <p align="center"><i>or</i></p> <p align="center">Combinations <i>slab</i> <i>coil</i> <i>sculptural</i> <i>hand-building</i></p>	<p>Historical, Cultural and Social Contexts</p> <p>A. Explain how and why visual art forms develop in the contexts (e.g. cultural, social, historical and political) in which they were made.</p> <p>_____ CLI 1: Identifies functional and aesthetic qualities of three-dimensional objects.</p> <p>_____ CLI 2: Research and report on the historical, cultural, social or political foundations of selected ceramics and other three-dimensional works of art.</p> <p>B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>_____ CLI 4: Identify and compare the relationships between ceramics and other three-dimensional works of art on the basis of history, culture and</p>	<p><i>Art in Focus</i> Chinese Vases, pp. 226-231</p>		

GRADING PERIOD 2

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5-9	<p align="center">Potter's Wheel <i>centering cylinders bowls/vases cups/mugs</i></p> <p align="center"><i>or</i></p> <p align="center">Combinations <i>slab coil sculptural hand-building</i></p>	<p>aesthetic qualities.</p> <p>C. Explain how and why visual art forms develop in the contexts (e.g. cultural, social, historical and political) in which the were made.</p> <p>_____ CLI 6: Compare the artistic styles and subject matter in ceramics and sculptures of different cultures.</p> <p>D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.</p> <p>_____ CLI 7: Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) ceramists and sculptors use to generate ideas for artworks.</p> <p>Creative Expression and Communication</p> <p>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ CLI 1: Create original ceramics and sculptures that demonstrate increased complexity and skill and use a variety of media.</p> <p>B. Create expressive artworks that demonstrate increased complexity, skill and use of elements and principles of design. (e.g. form, space, positive/negative shapes, texture, movement.)</p> <p>_____ CLI 2: Create ceramics and sculptures that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p> <p>_____ CLI 3: Maintain a sketchbook and journal of ideas.</p> <p>_____ CLI 4: Trace the origin of symbolism, imagery and metaphor in art and</p>			

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5-9	<p>Potter's Wheel <i>centering cylinders bowls/vases cups/mugs</i></p> <p align="center"><i>or</i></p> <p>Combinations <i>slab coil sculptural hand-building</i></p>	<p>demonstrate the use of these visual devises in their ceramics and sculptures.</p> <p>C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.</p> <p>_____ CLI 5: Critiques own work and that of peers.</p> <p>_____ CLI 6: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques in three dimensional works of art.</p> <p>Analyzing and Responding</p> <p>A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ CLI 1: Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected ceramics and other three-dimensional works of art.</p> <p>_____ CLI 2: Recognizes the three-dimensional forms are to be seen from all sides and must be carefully designed.</p> <p>B. Explain how form, subject matter and context contribute to meanings in works of art.</p> <p>_____ CLI 3: Explain how visual, spatial and temporal concepts integrate with content to communicate meaning in ceramics and sculptures.</p> <p>C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in</p>			

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5-9	<p>Potter's Wheel <i>centering cylinders bowls/vases cups/mugs</i></p> <p align="center"><i>or</i></p> <p>Combinations <i>slab coil sculptural hand-building</i></p>	<p>the works.</p> <p>_____ CLI 5: Apply peer review and critique processes to a student exhibition.</p> <p>_____ CLI 6: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques.</p> <p>Valuing the Arts/Aesthetic Reflection</p> <p>B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.</p> <p>_____ CLI 4: Analyze how society influences the interpretation of works of art.</p> <p>C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.</p> <p>_____ CLI 6: Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).</p> <p>Connections, Relationships and Applications</p> <p>A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism, post-modernism) on the development of three dimensional works of art.</p> <p>_____ CLI 1: Identify ways in which culture has influenced the work of contemporary ceramists and sculptors.</p> <p>_____ CLI 3: Explain commonalities between ceramics and sculpture and other disciplines.</p> <p>B. List and explain opportunities for lifelong</p>			

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		involvement in the visual arts. ____ CLI 5: Investigate opportunities for lifelong involvement in the arts and arts-related careers.			

GRADING PERIOD 3

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1-9	<p align="center">Sculpture <i>wire found objects cardboard relief</i></p>	<p>Historical, Cultural and Social Contexts</p> <p>A. Explain how and why visual art forms develop in the contexts (e.g. cultural, social, historical and political) in which they were made.</p> <p>_____ CLI 1: Identifies functional and aesthetic qualities of three-dimensional objects.</p> <p>_____ CLI 2: Research and report on the historical, cultural, social or political foundations of selected ceramics and other three-dimensional works of art.</p> <p>B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>_____ CLI 4: Identify and compare the relationships between ceramics and other three-dimensional works of art on the basis of history, culture and aesthetic qualities.</p> <p>Creative Expression and Communication</p> <p>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ CLI 1: Create original ceramics and sculptures that demonstrate increased complexity and skill and use a variety of media.</p> <p>B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among materials, techniques and subject matter.</p> <p>_____ CLI 2: Create ceramics and sculptures that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p>	<p><i>Exploring Visual Design</i> Alexander Calder, pp. 10C, 33, 39 Louise Nevelson, p. 63</p> <p><i>Scholastic Art Magazine</i> Robert Rauschenburg SA-20162 SA-20163</p> <p><i>Art In Focus</i> Marcel Duchamp, p. 546 Christo, p. 564 Sculpture, p. 7 Picasso & Braque, pp. 524-526</p> <p><i>Louise Nevelson</i> <i>Alexander Calder</i></p>	<p>Acquisition of Vocabulary</p> <p>A. Verify meanings of words by the author’s use of definition, restatement, example, comparison contrast and cause and effect.</p> <p>E. Use multiple resources to enhance comprehension and vocabulary.</p> <p>Reading Process</p> <p>C. Use appropriate self-monitoring strategies for comprehension</p> <p>Reading Applications</p> <p>D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.</p> <p>E. Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>Reading Applications</p> <p>E. Critique an author’s style.</p>	<p>Social Studies Skills and Methods</p> <p>A. Obtain and evaluate information from public records and other resources related to a public policy issue.</p> <p>Citizenship</p> <p>A. Evaluate various means for citizens to take action on a particular issue.</p> <p>Geography</p> <p>A. Explain how the character and meaning of a place reflect a society’s economics, politics, social values, ideology and culture.</p> <p>People and Society</p> <p>A. Analyze how issues may be viewed differently by various cultural groups.</p> <p>History</p> <p>A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.</p> <p>B. Use historical interpretations to explain current issues.</p>

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1-9	<p align="center">Sculpture <i>wire</i> <i>found objects</i> <i>cardboard relief</i></p>	<p>_____ CLI 3: Maintain a sketchbook and journal of ideas.</p> <p>_____ CLI 4: Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devises in their ceramics and sculptures.</p> <p>C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ CLI 5: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques.</p> <p>_____ CLI 6: Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>Analyzing and Responding</p> <p>A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ CLI 2: Recognizes the three-dimensional forms are to be seen from all sides and must be carefully designed.</p> <p>B. Explain how form, subject matter and context contribute to meanings in works of art.</p> <p>_____ CLI 3: Explain how visual, spatial and temporal concepts integrate with content to communicate meaning in ceramics and sculptures.</p> <p>C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.</p> <p>_____ CLI 5: Apply peer review and</p>			

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1-9	<p align="center">Sculpture <i>wire found objects cardboard relief</i></p>	<p>critique processes to a student exhibition.</p> <p>_____ CLI 6: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques.</p> <p>Valuing the Arts/Aesthetic Reflection</p> <p>A. Communicate how aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.</p> <p>_____ CLI 2: Develop aesthetic criteria for selecting a body of work for their portfolios that demonstrates accomplishment, knowledge and skill with three-dimensional media.</p> <p>B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.</p> <p>_____ CLI 4: Analyze how society influences the interpretation of works of art.</p> <p>C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.</p> <p>_____ CLI 6: Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).</p> <p>Connections, Relationships and Applications</p> <p>A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism, post-modernism) on the development of three dimensional works of art.</p> <p>_____ CLI 1: Identify ways in which culture has influenced the work of</p>			

GRADING PERIOD 3

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		contemporary ceramists and sculptors.			

GRADING PERIOD 4

Weeks	Unit/Theme	Standards/Benchmarks/CLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-9	<p align="center">Sculpture sandstone paper maché multi-media</p>	<p>Historical, Cultural and Social Contexts</p> <p>A. Explain how and why visual art forms develop in the contexts (e.g. cultural, social, historical and political) in which they were made.</p> <p>_____ CLI 1: Identifies functional and aesthetic qualities of three-dimensional objects.</p> <p>_____ CLI 2: Research and report on the historical, cultural, social or political foundations of selected ceramics and other three-dimensional works of art.</p> <p>B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.</p> <p>_____ CLI 3: Explain how issues of time, place and culture influence trends in ceramics and sculptures.</p> <p>_____ CLI 4: Identify and compare the relationships between ceramics and other three-dimensional works of art on the basis of history, culture and aesthetic qualities.</p> <p>C. Explain how and why visual art forms develop in the contexts (e.g. cultural, social, historical and political) in which they were made.</p> <p>_____ CLI 6: Compare the artistic styles and subject matter in ceramics and sculptures of different cultures.</p> <p>Creative Expression and Communication</p> <p>A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.</p> <p>_____ CLI 1: Create original ceramics and sculptures that demonstrate increased complexity and skill and use a variety</p>	<p><i>Art in Focus</i> Relief Sculpture, p. 80</p> <p><i>Exploring Visual Design</i> Space, p. 95 Henry Moore, p. 97 Jacques Lipchitz, p. 165 Claes Oldenburg, p. 183 Allan Houser, p. 234</p> <p><i>Arnoldo Pomodoro</i> <i>Marcel Duchamp</i> <i>Sandy Skoglund</i> <i>African Art</i></p>	<p>Acquisition of Vocabulary</p> <p>A. Verify meanings of words by the author’s use of definition, restatement, example, comparison contrast and cause and effect.</p> <p>E. Use multiple resources to enhance comprehension and vocabulary.</p> <p>Reading Process</p> <p>C. Use appropriate self-monitoring strategies for comprehension</p> <p>Reading Applications</p> <p>D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.</p> <p>E. Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>Reading Applications</p> <p>E. Critique an author’s style.</p>	<p>Social Studies Skills and Methods</p> <p>A. Obtain and evaluate information from public records and other resources related to a public policy issue.</p> <p>Citizenship</p> <p>A. Evaluate various means for citizens to take action on a particular issue.</p> <p>Geography</p> <p>A. Explain how the character and meaning of a place reflect a society’s economics, politics, social values, ideology and culture.</p> <p>People and Society</p> <p>A. Analyze how issues may be viewed differently by various cultural groups.</p> <p>History</p> <p>A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.</p> <p>B. Use historical interpretations to</p>

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1-9	<p align="center">Sculpture <i>sandstone</i> <i>paper maché</i> <i>multi-media</i></p>	<p>of media.</p> <p>B. Create expressive artworks that demonstrate increased complexity, skill and use of elements and principles of design. (e.g. form, space, positive/negative shapes, texture, movement.)</p> <p>_____ CLI 2: Create ceramics and sculptures that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.</p> <p>_____ CLI 3: Maintain a sketchbook and journal of ideas.</p> <p>_____ CLI 4: Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devises in their ceramics and sculptures.</p> <p>C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.</p> <p>_____ CLI 5: Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques.</p> <p>_____ CLI 6: Use criteria to revise works-in-progress and describe changes made and what was learned in the process.</p> <p>Analyzing and Responding</p> <p>A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.</p> <p>_____ CLI 2: Recognizes the three-dimensional forms are to be seen from all sides and must be carefully designed.</p> <p>B. Explain how form, subject matter and context contribute to meanings in works of art.</p>			explain current issues.

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1-9	<p align="center">Sculpture <i>sandstone</i> <i>paper maché</i> <i>multi-media</i></p>	<p>Connections, Relationships and Applications</p> <p>A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism, post-modernism) on the development of three dimensional works of art.</p> <p>____ CLI 1: Identify ways in which culture has influenced the work of contemporary ceramists and sculptors.</p> <p>____ CLI 3: Explain commonalities between ceramics and sculpture and other disciplines.</p> <p>B. List and explain opportunities for lifelong involvement in the visual arts.</p> <p>____ CLI 5: Investigate opportunities for lifelong involvement in the arts and arts-related careers.</p>			