

CERAMICS 1 (2007-2008)

Marilyn Bond - No Text

COURSE PURPOSE:

This course will help students develop any God-given talents they discovered in Exploratory Ceramics and find a deeper appreciation for the visual arts. Students will learn new techniques in ceramics including how to use the potter's wheel. This class will also sharpen students' problem solving skills and creativity.

COURSE OUTCOMES:

The student will:

1. Describe the characteristics of clay and utilize its capabilities to create ceramic works of art.
2. Identify, locate, and properly use common hand tools. Identify and describe the use and operation of specialized tools such as kiln and pug mill.
3. Describe and use the common hand building methods of Ceramics: pinch, coil, and slab.
4. Discover that in art certain rules must be followed in order to achieve good craftsmanship.
5. Develop problem solving skills and creative thinking in the process of creating ceramic works of art.
6. Describe and use proper procedures for under glazing and glazing pottery including methods of application, safety precautions, and clean up.
7. Explore the process of surface decoration through incised design, sgraffito, applied designs, carved and cut out designs.
8. Demonstrate and use the potter's wheel to create ceramic works of art.
9. Compare and critique his own and other's works of art.
10. Use the language of art when communicating, viewing and analyzing art works.
11. Begin to communicate ideas, feelings, and experiences in visual form (ceramics).
12. Define and integrate the following elements of design into ceramics works of art: shape, line, space, texture, repetition, balance, movement, emphasis, variety, contrast, and color.
13. Explore the history of ceramics and learn to identify classic styles of ceramics.

COURSE GOALS:

1. To make students more aware of their environment through the beauty of God's visible creation and man's interpretation of God's creation throughout history by works of art.
2. To help students appreciate the standards of excellence in the visual arts.
3. To help students recognize the importance of the visual arts and the lifelong enjoyment that can be found in them.
4. To make students aware of and appreciate historical and cultural diversity in the visual arts.
5. To help students develop his talents for life long use in the visual arts.

COURSE OUTLINE:

UNIT 1: REVIEW TOOLS AND COIL BUILDING, BEGIN THE POTTER'S WHEEL

- Learn and implement the proper clean up procedures for hand building and working on the potter's wheels.
- Review the characteristics of clay and utilize its capabilities to create ceramic works of art.
- Identify, locate, and properly use common hand tools. Identify and describe the use and operation of specialized tools such as kiln and pug mill.
- Describe and use the coil method of hand building ceramics.+
- Learn to center and open a ball of clay on the potter's wheel. Students might possibly throw a small bowl like vessel on the potter's wheel.*
- Define and integrate the following elements of design into ceramics works of art: shape, line, texture, repetition, and balance.
- Explore the process of surface decoration through incised design and applied designs.

* Only students working on the potter's wheel.

+ Only students using hand building.

Number of Days: 10-12

S.O. 2,3,4,7

D.O. 1.1,1.2, 1.3,2.1,2.2,3.1, 3.2, 4.2,4.3

W.S.S. A2, A5, C1, C2, C4, C6, C7, C8, C10, D4, D5, D6, I3

<p>Assessments: Quizzes, Planning sketches, Press molded bowl for “Empty Bowls”, (all students) 7" Coil Pot+, Centering Clay *</p>
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UNIT 2: SLAB BUILDING, WHEELWORK, GLAZING, UNDERGLAZING, AND ENGOBES.

- Describe and use the coil method of hand building Ceramics. Including how to build and fit a lid properly.+
- Describe and use the slab method of hand building Ceramics. Learn how to incorporate an impressed design into a slab built ceramic piece.+
- Describe and demonstrate how to make a small bowl on the potter's wheel.*
- Refine and practice basic techniques while making small projects on potter's wheel.*
- Discover that in art certain rules must be followed in order to achieve good craftsmanship.
- Describe and use proper procedures for under glazing and glazing pottery including methods of application, safety precautions and clean up.
- Define and integrate the following elements of design into surface treatment: color, value, emphasis, variety, and contrast.
- Explore the process of surface decoration through using engobes and sgraffito.

* Only students working on the potter's wheel.

+ Only students using hand building.

Number of Days: 15

S.O. 2,3,4,5,6,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.3

W.S.S. A2, A5, C1, C2, C4, C6, C7, C8, C10, D4, D5, D6, I3

<p>Assessments: Planning Sketches, Lidded Pot, Slab Pot+, Small Bowl, Free Wheel Project*, Glaze Quiz</p>
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UNIT 3: PINCH POTS, WHEELWORK, AND GLAZING

- Describe and use the pinch method of hand building Ceramics by making a large pinch pot.+
- Refine craftsmanship and exercise creativity by making a free project using any hand building method or combination of methods.+
- Refine and practice basic techniques while making small projects on potter's wheel.*
- Recognize quality craftsmanship and design using expanded rubric for excellent ceramics.
- Compare and critique his own and other's works of art.

- Define and use appropriate ceramic and art terms when communicating, viewing and analyzing art works.
- Continue to explore the creative process of surface decoration through incised design, applied designs, under glazes, and multiple glazes.

* Only students working on the potter's wheel.

+ Only students using hand building.

Number of Days: 15

S.O. 2,3,4,5,6, 7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2, 4.3

W.S.S. A2, A5, C1, C2, C4, C6, C7, C8, C10, D4, D5, D6, I3

Assessments: Planning sketches, Large Pinch pot, Free hand built project+, cylinder shape, free shape* Written critique

UNIT 4: HISTORY OF BUILDING METHODS

- Identify and understand the differences in building methods and styles used in ancient civilizations.
- Gain knowledge of ceramic history in Egypt, Rome, Greece, and Israel.
- Discover how differences in cultures affect artwork and crafts.

Number of Days: 9 (1 day per week integrated with other lessons)

S.O. 2,3,4,5, 6,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2, 4.3

W.S.S. A1, A2, A3, A4, A5, B1, B2, B3, B5, C5, C9, D4, D5, D6, I5, J1, J3, J6, J8, J9, J10, L3

Assessments: Work sheets, Quiz, Portfolio+*

UNIT 5: COIL BUILDING, BEGIN THE POTTER'S WHEEL, ELEMENTS OF DESIGN

- Review and implement the proper clean up procedures for hand building and working on the potter's wheels.
- Describe and use the coil method of hand building ceramics.+
- Learn to center and open a ball of clay on the potter's wheel. Students may possibly throw a small bowl like vessel on the potter's wheel.*

- Define and integrate the following elements of design into ceramics works of art: shape, line, texture, repetition, and balance.
- Review the process of surface decoration through incised design and applied designs.
- Identify, define, and use the following elements of design: line, shape, form, color, value, texture, and space.
- Compare and critique his own and other's works of art using the elements of design.

* Only students working on the potter's wheel.

+ Only students using hand building.

Number of Days: 10-12

S.O. 2,3,4, 5, 6, 7

D.O. 1.1,1.2, 1.3,2.1,2.2, 3.1, 3.2, 3.3,4.2, 4.3

W.S.S. A2, A5, C1, C2, C4, C6, C7, C8, C10, D4, D5, D6, I3

Assessments: Elements of design quiz, Planning sketches, 7" Coil Pot+, Centering Clay*,

UNIT 6: SLAB BUILDING, WHEELWORK, AND PRINCIPLES OF DESIGN

- Describe and use the coil method of hand building Ceramics. Including how to build and fit a lid properly.+
- Describe and use the slab method of hand building Ceramics. Learn how to incorporate an impressed design into a slab built ceramic piece.+
- Describe and demonstrate how to make a small bowl on the potter's wheel.*
- Refine and practice basic techniques while making small projects on potter's wheel.*
- Emphasize that in art certain rules must be followed in order to achieve good craftsmanship.
- Review the process of surface decoration through using engobes and sgraffito.
- Identify, define, and use the following principles of design: pattern, balance, movement, emphasis, rhythm, and unity.
- Compare and critique his own and other's works of art using the elements and principles of design.

* Only students working on the potter's wheel.

+ Only students using hand building.

Number of Days: 15

S.O. 2,3,4,5,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.3

W.S.S. A2, A5, C1, C2, C4, C6, C7, C8, C9, C10, D4, D5, D6, L3

Assessments: Planning sketches, Lidded Pot, Slab Pot+ - Small Bowl, Free Project *, Principles of Design Quiz

UNIT 7: PINCH POTS, WHEELWORK, ASSESSMENT

- Describe and use the pinch method of hand building Ceramics by making a large pinch pot.+
- Refine craftsmanship and exercise creativity by making a free project using any hand building method or combination of methods.+
- Refine and practice basic techniques while making small projects on potter's wheel.*
- Emphasize quality craftsmanship and design using expanded rubric for excellent ceramics for reference.
- Compare and critique his own and other's works of art.
- Define and use appropriate ceramic and art terms when communicating, viewing and analyzing art works.
- Continue to explore the creative process of surface decoration through incised design, applied designs, under glazes, and multiple glazes.
- Organize portfolio and complete semester assessment of work.

* Only students working on the potter's wheel.

+ Only students using hand building.

Number of Days: 15

S.O. 2,3,4,5,6,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2, 4.3

W.S.S. A2, A5, C1, C2, C4, C6, C7, C8, C9, C10, D4, D5, D6, L3

Assessments: Planning sketches, Large Pinch pot, Free Hand-built project, cylinder shape, free shape (wheel projects) Written Semester Assessment

UNIT 8: HISTORY OF BUILDING METHODS

- Recognize and understand the differences in building methods used in early civilizations such as Japan, China, and Europe.
- Identify and understand the differences in surface treatments used in early civilizations,
- Discover how culture influences a civilization's arts and crafts.
- Begin to understand how his own culture influences his artwork.

Number of Days: 9 (1 day per week integrated with other lessons)

S.O. 2,3,4,5, 6,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2, 4.3

W.S.S. A1, A2, A3, A4, A5, B1, B2, B3, B5, C5, C9, D4, D5, D6, I5, J1, J3, J6, J8, J9, J10, L3

<p>Assessments: Work sheets, Quiz, Portfolio</p>

End of Semester One.

UNIT 9: CREATIVE DESIGN IN COIL BUILDING AND WHEELWORK

- Incorporate decorative surface treatments into structure of coil project by using coils to form design.+
- Emphasize planning design ideas through sketches and trials before beginning finished projects.
- Emphasize craftsmanship and good structure when creating large projects with open areas.*
- Refine and practice the basic technique of making and tooling a bowl on the potter's wheel.
- Describe and demonstrate how to make a spout on a pitcher.*
- Describe and demonstrate how to make and attach a pulled handle to a mug or small pitcher.*

Number of Days: 15

S.O. 2,3,4,5,6,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.2, 4.3

W.S.S. A2, A5, C1, C2, C4, C6, C7, C8, C10, D4, D5, D6, L3

<p>Assessments: Planning sketches, 9" Coil pot+ - Small bowl, small pitcher or mug*</p>
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UNIT 10: MASKS, POCKET POTS, BOTTLES, AND WHEELWORK

- Describe and demonstrate how to make a pocket pot that hangs on the wall.+
- Describe and demonstrate how to make a decorative mask. +
- Describe and demonstrate how to make a bottle.+
- Continue to explore the creative process of surface decoration through incised design, applied designs, under glazes, multiple glazes, and sgraffito.
- Incorporate non-ceramic materials such as yarn, raffia, pipe cleaners, feathers, wire, etc. into the design of a ceramic artwork (mask).+
- Describe and demonstrate how to make a small plate on the potter's wheel.*
- Refine and practice basic techniques while making larger and more difficult objects on potter's wheel.*
- Demonstrate greater control over shape and weight of wheel thrown pots.*
- Learn to identify classic styles of ceramics and begin to incorporate these styles into wheel thrown projects.*
- Plan design ideas through sketches and trials before beginning projects.

Number of Days: 12-14

S.O. 2,3,4,5,6,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2, 4.3

W.S.S. A2, A5, C1, C2, C4, C6, C7, C8, C10, D4, D5, D6, K2, K4, L2, L3, L4, L5

Assessments: Planning sketches, Mask or Small pocket pot, bottle+ - Small plate, classic shaped pot*

UNIT 11: EXPRESSION AND CREATIVITY THROUGH DESIGN

- Demonstrate understanding of a historic design or a contemporary artist by hand building a project in that style.+
- Demonstrate free expression and creativity by hand building a project that expresses an idea or feeling.+
- Continue to emphasize quality craftsmanship in hand building.+
- Continue to explore the process of surface decoration through incised design, sgraffito, applied designs, under glaze and cutout designs as a method of personal expression.
- Explore the possibilities of unique shaped wheel thrown pots through the use of a paddle

or additions.*

- Refine and practice basic techniques of throwing and tooling while making larger and more difficult objects on potter's wheel.*
- Demonstrate greater control over shape and weight of wheel thrown pots.*
- Critique and defend his own and other's artwork.
- Plan design ideas through sketches and trials before beginning projects.

Number of Days: 14

S.O. 2,3,4,5,6,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

W.S.S. A2, A5, C1, C2, C4, C6, C7, C8, C10, D4, D5, D6, K2, K4, L1, L2, L3, L4, L5

Assessments: Planning sketches, "In the Style of" project, Free expression project+ (extra credit), - Composite pot, Free project* Oral critique and defense

UNIT 12: CERAMIC HISTORY

- Identify the differences in European ceramic surface treatments such as Delftware, Sevres, Majolica, and Porcelain painting.
- Discover how European culture influenced these styles.
- Learn how these method's influence today's ceramics

Number of Days: 9 (1 day per week integrated with other lessons)

S.O. 2,3,4,5, 6,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1,4.2, 4.3

W.S.S. A1, A2, A3, A4, A5, B1, B2, B3, B5, B6, C5, C9, D4, D5, D6, I5, J1, J3, J6, J8, J9, J10, K6, L3

Assessments: Work sheets, Quiz, Portfolio

UNIT 13: CREATIVE DESIGN IN COIL BUILDING AND WHEELWORK

- Incorporate decorative surface treatments into structure of coil project by using coils to form design.+
- Emphasize planning design ideas through sketches and trials before beginning finished projects.
- Emphasize craftsmanship and good structure when creating large projects with open

areas.*

- Refine and practice the basic technique of making and tooling a bowl on the potter's wheel.*
- Describe and demonstrate how to make a spout on a pitcher.*
- Describe and demonstrate how to make and attach a pulled handle to a mug or small pitcher.*
- Critique and defend his own and other's artwork.
- Plan design ideas through sketches and trials before beginning projects.

Number of Days: 15

S.O. 2,3,4,5,6,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2, 4.3

W.S.S. A1, A2, A3, A4, C1, C2, C4, C6, C7, C8, C10, D4, D5, D6, E1, J5, J7, J10, L2, L3, L4, L5

<p>Assessments: Planning sketches, 9" Coil pot+ - Small bowl, small pitcher or mug*</p>
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UNIT 14: MASKS, POCKET POTS, BOTTLES, AND WHEELWORK

- Describe and demonstrate how to make a pocket pot that hangs on the wall.+
- Describe and demonstrate how to make a decorative mask. +
- Describe and demonstrate how to make a bottle.+
- Continue to explore the creative process of surface decoration through incised design, applied designs, under glazes, multiple glazes, and sgraffito.
- Incorporate non-ceramic materials such as yarn, raffia, pipe cleaners, feathers, wire, etc. into the design of a ceramic artwork (mask).+
- Describe and demonstrate how to make a small plate on the potter's wheel.*
- Refine and practice basic techniques while making larger and more difficult objects on potter's wheel.*
- Demonstrate greater control over shape and weight of wheel thrown pots.*
- Learn to identify classic styles of ceramics and begin to incorporate these styles into wheel thrown projects.*
- Critique and defend his own and other's artwork.

- Plan design ideas through sketches and trials before beginning projects.

Number of Days: 12-14

S.O. 2,3,4,5,6,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2, 4.3

W.S.S. A2, A5, C1, C2, C4, C6, C7, C8, C10, D4, D5, D6, K2, K4, L2, L3, L4, L5

Assessments: Planning sketches, Mask or Small pocket pot, bottle+ - Small plate, classic shaped pot*

UNIT 15: EXPRESSION AND CREATIVITY THROUGH DESIGN

- Demonstrate understanding of a historic design or a contemporary artist by hand building a project in that style.+
- Demonstrate free expression and creativity by hand building a project that expresses an idea or feeling.+
- Continue to emphasize quality craftsmanship in hand building.+
- Continue to explore the process of surface decoration through incised design, sgraffito, applied designs, under glaze and cutout designs as a method of personal expression.
- Explore the possibilities of unique shaped wheel thrown pots through the use of a paddle or additions.*
- Refine and practice basic techniques of throwing and tooling while making larger and more difficult objects on potter's wheel.*
- Demonstrate greater control over shape and weight of wheel thrown pots.*
- Critique and defend his own and other's artwork.
- Plan design ideas through sketches and trials before beginning projects.

Number of Days: 15

S.O. 2,3,4,5,6,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1,4.2, 4.3

W.S.S. A2, A5, C1, C2, C4, C6, C7, C8, C10, D4, D5, D6, K2, K4, L1, L2, L3, L4, L5

Assessments: Planning sketches, "In the Style of project", Free expression project,+ Composite pot, Free project * - Oral critique

UNIT 16: CERAMIC HISTORY

- Identify early American Indian Pottery Including various types of Pueblo pottery and storytellers.
- Identify the styles of certain Wisconsin Potteries and trace the development of Art Pottery.
- Follow the development of contemporary American Ceramic Artists such as Arneson, Levine, Wood, Volkos etc.

Number of Days: 9 (1 day per week integrated with other lessons)

S.O. 2,3,4,5, 6,7

D.O. 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1,4.2, 4.3

W.S.S. A1, A2, A3, A4, A5, B1, B2, B3, B5, B6, C5, C9, D4, D5, D6, I5, J1, J3, J6, J8, J9, J10, K6, L3

Assessments: Word Maps, Work sheets, Quiz, Portfolio

PORTFOLIO:

The portfolio is the student's semester exam grade for each semester. Each student will maintain a portfolio for the entire year. The portfolio will hold all printed handouts and illustrations from the teacher. It will hold all of the student's classroom notes, sketches, and plans for projects. All graded quizzes and grading sheets from each semester's projects will be kept in the portfolio. The student will write and place his/her self-assessment into the portfolio each semester by exam day. Each student will also receive a table of contents for the portfolio so he/she can organize the portfolio by exam day.

INSTRUCTIONAL STRATEGIES:

70% - Hands-on learning activities including projects.

10% - Discussion

10% - Lecture/visuals (overheads/videos)

10% - Testing/Review

GRADING:

Projects and activities - 60% of quarter grade

Tests/quizzes, critiques - 20% of quarter grade

Classroom participation including productivity of classroom time, cooperation, following health and safety guidelines - 20% of quarter grade.

Portfolio - 10% of semester grade

APPENDIX

Course: Ceramics 1

Instructor: Marilyn Bond

Fine Arts Department Outcomes

UNIT 1: REVIEW TOOLS AND COIL BUILDING, BEGIN THE POTTER'S WHEEL

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 2: SLAB BUILDING, WHEELWORK, GLAZING, UNDERGLAZING, AND ENGOBES.

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 3: PINCH POTS, WHEELWORK, AND GLAZING

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 4: HISTORY OF BUILDING METHODS

- 1.1 Communicate to others that their abilities in the arts are given by God

- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 5: COIL BUILDING, BEGIN THE POTTER'S WHEEL, ELEMENTS OF DESIGN

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 6: SLAB BUILDING, WHEELWORK, AND PRINCIPLES OF DESIGN

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 7: PINCH POTS, WHEELWORK, ASSESSMENT

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 8: HISTORY OF BUILDING METHODS

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings

- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 9: CREATIVE DESIGN IN COIL BUILDING AND WHEELWORK

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 10: MASKS, POCKET POTS, BOTTLES, AND WHEELWORK

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 11: EXPRESSION AND CREATIVITY THROUGH DESIGN

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.1 Perform or create works of various periods with stylistic accuracy
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 12: CERAMIC HISTORY

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style

- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.1 Perform or create works of various periods with stylistic accuracy
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 13: CREATIVE DESIGN IN COIL BUILDING AND WHEELWORK

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 14: MASKS, POCKET POTS, BOTTLES, AND WHEELWORK

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 15: EXPRESSION AND CREATIVITY THROUGH DESIGN

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings
- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.1 Perform or create works of various periods with stylistic accuracy
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

UNIT 16: CERAMIC HISTORY

- 1.1 Communicate to others that their abilities in the arts are given by God
- 1.2 Use their acquired skills in classroom, performance, or competitive settings

- 1.3 Use their knowledge to develop individual artistic style
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline
- 3.2 Integrate artistic understanding and insights into their work
- 3.3 Apply criteria when evaluating individual work and the work of others
- 4.1 Perform or create works of various periods with stylistic accuracy
- 4.2 Utilize available resources and materials to produce original work
- 4.3 Incorporate artistic techniques and personal emotions into their work

Academic Standards for Visual Studies

UNIT 1: REVIEW TOOLS AND COIL BUILDING, BEGIN THE POTTER'S WHEEL

- A2: Know advanced vocabulary related to their study of art
- A5: Explain that art is one of the greatest achievements of human beings
- C1: Use the elements and principles of design in sophisticated ways
- C2: Understand the procedures of developing quality design
- C4: Use advanced design techniques to improve and/or change artwork
- C6: Experiment visually with sketches for complex solutions involving concepts and symbols
- C7: Apply advanced craft and skills to consistently produce quality art
- C8: Use the natural characteristics of materials and their possibilities and limitations to create works of art
- C10: Assume personal responsibility for their learning and the creative process
- D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality
- D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
- D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.
- I3: Compare and contrast feelings in a work of art

UNIT 2: SLAB BUILDING, WHEELWORK, GLAZING, UNDERGLAZING, AND ENGOBES.

- A2: Know advanced vocabulary related to their study of art
- A5: Explain that art is one of the greatest achievements of human beings
- C1: Use the elements and principles of design in sophisticated ways
- C2: Understand the procedures of developing quality design
- C4: Use advanced design techniques to improve and/or change artwork
- C6: Experiment visually with sketches for complex solutions involving concepts and symbols
- C7: Apply advanced craft and skills to consistently produce quality art
- C8: Use the natural characteristics of materials and their possibilities and limitations to create works of art
- C10: Assume personal responsibility for their learning and the creative process
- D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality
- D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
- D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.
- I3: Compare and contrast feelings in a work of art

UNIT 3: PINCH POTS, WHEELWORK, AND GLAZING

A2: Know advanced vocabulary related to their study of art
A5: Explain that art is one of the greatest achievements of human beings
C1: Use the elements and principles of design in sophisticated ways
C2: Understand the procedures of developing quality design
C4: Use advanced design techniques to improve and/or change artwork
C6: Experiment visually with sketches for complex solutions involving concepts and symbols
C7: Apply advanced craft and skills to consistently produce quality art
C8: Use the natural characteristics of materials and their possibilities and limitations to create works of art
C10: Assume personal responsibility for their learning and the creative process
D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality
D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.
I3: Compare and contrast feelings in a work of art

UNIT 4: HISTORY OF BUILDING METHODS

A1: Possess a mental storehouse of images
A2: Know advanced vocabulary related to their study of art
A3: Know and recognized styles of art from their own and other parts of the world
A4: Know and recognize many styles of art from various times
A5: Explain that art is one of the greatest achievements of human beings
B1: Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.
B2: Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist.
B3: Relate works of art and designed objects to specific cultures, times, and places.
B5: Understand how their choices in art are shaped by their own culture and society
C5: Analyze the complexities of nature and use challenging artistic images and ideas as visual resources
C9: Use ongoing reflective strategies to assess and better understand one’s work and that of others during the creative process
D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality
D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.
I5: Understand and recognize that art reflects the history and culture in which it was created
J1: Understand the purposes and functions of art
J3: Identify ways different cultures think about art
J6: Know the value of art as a basic part of being human
J8: Know concepts of beauty in different cultures
J9: Identify the differences between original artworks, reproductions, and copies
J10: Reflect and talk about works of art.
L1: Use their knowledge, intuition, and experiences to develop ideas for artwork

UNIT 5: COIL BUILDING, BEGIN THE POTTER'S WHEEL, ELEMENTS OF

DESIGN

- A2: Know advanced vocabulary related to their study of art
- A5: Explain that art is one of the greatest achievements of human beings
- C1: Use the elements and principles of design in sophisticated ways
- C2: Understand the procedures of developing quality design
- C4: Use advanced design techniques to improve and/or change artwork
- C6: Experiment visually with sketches for complex solutions involving concepts and symbols
- C7: Apply advanced craft and skills to consistently produce quality art
- C8: Use the natural characteristics of materials and their possibilities and limitations to create works of art
- C9: Use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process
- C10: Assume personal responsibility for their learning and the creative process
- D4: Use basic concepts in art, such as "form follows function," "destruction of the box," "less is more," "balance, symmetry, integrity, authenticity, and originality
- D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
- D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.
- I3: Compare and contrast feelings in a work of art

UNIT 6: SLAB BUILDING, WHEELWORK, AND PRINCIPLES OF DESIGN

- A2: Know advanced vocabulary related to their study of art
- A5: Explain that art is one of the greatest achievements of human beings
- C1: Use the elements and principles of design in sophisticated ways
- C2: Understand the procedures of developing quality design
- C4: Use advanced design techniques to improve and/or change artwork
- C6: Experiment visually with sketches for complex solutions involving concepts and symbols
- C7: Apply advanced craft and skills to consistently produce quality art
- C8: Use the natural characteristics of materials and their possibilities and limitations to create works of art
- C10: Assume personal responsibility for their learning and the creative process
- D4: Use basic concepts in art, such as "form follows function," "destruction of the box," "less is more," "balance, symmetry, integrity, authenticity, and originality
- D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
- D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.
- I3: Compare and contrast feelings in a work of art

UNIT 7: PINCH POTS, WHEELWORK, ASSESSMENT UNIT 8: HISTORY OF BUILDING METHODS

- A2: Know advanced vocabulary related to their study of art
- A5: Explain that art is one of the greatest achievements of human beings
- C1: Use the elements and principles of design in sophisticated ways
- C2: Understand the procedures of developing quality design
- C4: Use advanced design techniques to improve and/or change artwork
- C6: Experiment visually with sketches for complex solutions involving concepts and symbols
- C7: Apply advanced craft and skills to consistently produce quality art
- C8: Use the natural characteristics of materials and their possibilities and limitations to create works of art

C10: Assume personal responsibility for their learning and the creative process
D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality
D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.
L3: Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design

UNIT 8: HISTORY OF BUILDING METHODS

A1: Possess a mental storehouse of images
A2: Know advanced vocabulary related to their study of art
A3: Know and recognized styles of art from their own and other parts of the world
A4: Know and recognize many styles of art from various times
A5: Explain that art is one of the greatest achievements of human beings
B1: Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.
B2: Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist.
B3: Relate works of art and designed objects to specific cultures, times, and places.
B5: Understand how their choices in art are shaped by their own culture and society
C5: Analyze the complexities of nature and use challenging artistic images and ideas as visual resources
C9: Use ongoing reflective strategies to assess and better understand one’s work and that of others during the creative process
D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality
D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.
I5: Understand and recognize that art reflects the history and culture in which it was created
J1: Understand the purposes and functions of art
J3: Identify ways different cultures think about art
J6: Know the value of art as a basic part of being human
J8: Know concepts of beauty in different cultures
J9: Identify the differences between original artworks, reproductions, and copies
J10: Reflect and talk about works of art.
L3: Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design

UNIT 9: CREATIVE DESIGN IN COIL BUILDING AND WHEELWORK

A2: Know advanced vocabulary related to their study of art
A5: Explain that art is one of the greatest achievements of human beings
C1: Use the elements and principles of design in sophisticated ways
C2: Understand the procedures of developing quality design
C4: Use advanced design techniques to improve and/or change artwork
C6: Experiment visually with sketches for complex solutions involving concepts and symbols
C7: Apply advanced craft and skills to consistently produce quality art

C8: Use the natural characteristics of materials and their possibilities and limitations to create works of art

C10: Assume personal responsibility for their learning and the creative process

D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality

D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics

D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.

L3: Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design

UNIT 10: MASKS, POCKET POTS, BOTTLES, AND WHEELWORK

A2: Know advanced vocabulary related to their study of art

A5: Explain that art is one of the greatest achievements of human beings

C1: Use the elements and principles of design in sophisticated ways

C2: Understand the procedures of developing quality design

C4: Use advanced design techniques to improve and/or change artwork

C6: Experiment visually with sketches for complex solutions involving concepts and symbols

C7: Apply advanced craft and skills to consistently produce quality art

C8: Use the natural characteristics of materials and their possibilities and limitations to create works of art

C10: Assume personal responsibility for their learning and the creative process

D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality

D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics

D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality

K2: Invent new artistic forms to communicate ideas and solutions to problems

K4: Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world

L2: Continue to develop a base of knowledge and skills from which to create new ideas
L3: Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design

L4: Use the knowledge of nature and works of art as sources for new ideas

L5: Develop a personal style in art and design that reflects who they are

UNIT 11: EXPRESSION AND CREATIVITY THROUGH DESIGN

A2: Know advanced vocabulary related to their study of art

A5: Explain that art is one of the greatest achievements of human beings

C1: Use the elements and principles of design in sophisticated ways

C2: Understand the procedures of developing quality design

C4: Use advanced design techniques to improve and/or change artwork

C6: Experiment visually with sketches for complex solutions involving concepts and symbols

C7: Apply advanced craft and skills to consistently produce quality art

C8: Use the natural characteristics of materials and their possibilities and limitations to create works of art

C10: Assume personal responsibility for their learning and the creative process

D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality
D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality
K2: Invent new artistic forms to communicate ideas and solutions to problems
K4: Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world
L1: Use their knowledge, intuition, and experiences to develop ideas for artwork
L2: Continue to develop a base of knowledge and skills from which to create new ideas
L3: Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design
L4: Use the knowledge of nature and works of art as sources for new ideas
L5: Develop a personal style in art and design that reflects who they are

UNIT 12: CERAMIC HISTORY

A1: Possess a mental storehouse of images
A2: Know advanced vocabulary related to their study of art
A3: Know and recognized styles of art from their own and other parts of the world
A4: Know and recognize many styles of art from various times
A5: Explain that art is one of the greatest achievements of human beings
B1: Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.
B2: Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist.
B3: Relate works of art and designed objects to specific cultures, times, and places
B5: Understand how their choices in art are shaped by their own culture and society
B6: Know the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding art and design.
C5: Analyze the complexities of nature and use challenging artistic images and ideas as visual resources
C9: Use ongoing reflective strategies to assess and better understand one’s work and that of others during the creative process
D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality
D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.
I5: Understand and recognize that art reflects the history and culture in which it was created
J1: Understand the purposes and functions of art
J3: Identify ways different cultures think about art
J6: Know the value of art as a basic part of being human
J8: Know concepts of beauty in different cultures
J9: Identify the differences between original artworks, reproductions, and copies
J10: Reflect and talk about works of art.

K6: Know the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture

L3: Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design

UNIT 13: CREATIVE DESIGN IN COIL BUILDING AND WHEELWORK

A1: Possess a mental storehouse of images

A2: Know advanced vocabulary related to their study of art

A3: Know and recognized styles of art from their own and other parts of the world

A4: Know and recognize many styles of art from various times

C1: Use the elements and principles of design in sophisticated ways

C2: Understand the procedures of developing quality design

C4: Use advanced design techniques to improve and/or change artwork

C6: Experiment visually with sketches for complex solutions involving concepts and symbols

C7: Apply advanced craft and skills to consistently produce quality art

C8: Use the natural characteristics of materials and their possibilities and limitations to create works of art

C10: Assume personal responsibility for their learning and the creative process

D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality

D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics

D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.

E1: Communicate ideas by producing sophisticated studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics

J5: Understand their own ideas about the purposes and meanings of art

J7: Understand and apply art criticism and aesthetic knowledge in art and design

J10: Reflect and talk about works of art.

L2: Continue to develop a base of knowledge and skills from which to create new ideas

L3: Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design

L4: Use the knowledge of nature and works of art as sources for new ideas

L5: Develop a personal style in art and design that reflects who they are

UNIT 14: MASKS, POCKET POTS, BOTTLES, AND WHEELWORK

A2: Know advanced vocabulary related to their study of art

A5: Explain that art is one of the greatest achievements of human beings

C1: Use the elements and principles of design in sophisticated ways

C2: Understand the procedures of developing quality design

C4: Use advanced design techniques to improve and/or change artwork

C6: Experiment visually with sketches for complex solutions involving concepts and symbols

C7: Apply advanced craft and skills to consistently produce quality art

C8: Use the natural characteristics of materials and their possibilities and limitations to create works of art

C10: Assume personal responsibility for their learning and the creative process

D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality

D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.
K2: Invent new artistic forms to communicate ideas and solutions to problems
K4: Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world
L2: Continue to develop a base of knowledge and skills from which to create new ideas
L3: Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design
L4: Use the knowledge of nature and works of art as sources for new ideas
L5: Develop a personal style in art and design that reflects who they are

UNIT 15: EXPRESSION AND CREATIVITY THROUGH DESIGN

A2: Know advanced vocabulary related to their study of art
A5: Explain that art is one of the greatest achievements of human beings
C1: Use the elements and principles of design in sophisticated ways
C2: Understand the procedures of developing quality design
C4: Use advanced design techniques to improve and/or change artwork
C6: Experiment visually with sketches for complex solutions involving concepts and symbols
C7: Apply advanced craft and skills to consistently produce quality art
C8: Use the natural characteristics of materials and their possibilities and limitations to create works of art
C10: Assume personal responsibility for their learning and the creative process
D4: Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” “balance, symmetry, integrity, authenticity, and originality
D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.
K2: Invent new artistic forms to communicate ideas and solutions to problems
K4: Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world
L1: Use their knowledge, intuition, and experiences to develop ideas for artwork
L2: Continue to develop a base of knowledge and skills from which to create new ideas
L3: Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design
L4: Use the knowledge of nature and works of art as sources for new ideas
L5: Develop a personal style in art and design that reflects who they are

UNIT 16: CERAMIC HISTORY

A1: Possess a mental storehouse of images
A2: Know advanced vocabulary related to their study of art
A3: Know and recognized styles of art from their own and other parts of the world
A4: Know and recognize many styles of art from various times
A5: Explain that art is one of the greatest achievements of human beings
B1: Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.

B2: Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist.

B3: Relate works of art and designed objects to specific cultures, times, and places

B5: Understand how their choices in art are shaped by their own culture and society

B6: Know the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding art and design.

C5: Analyze the complexities of nature and use challenging artistic images and ideas as visual resources

C9: Use ongoing reflective strategies to assess and better understand one's work and that of others during the crea

D4: Use basic concepts in art, such as "form follows function," "destruction of the box," "less is more," "balance, symmetry, integrity, authenticity, and originality

D5: Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics

D6: Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality.

I5: Understand and recognize that art reflects the history and culture in which it was created

J3: Identify ways different cultures think about art

J6: Know the value of art as a basic part of being human

J8: Know concepts of beauty in different cultures

J9: Identify the differences between original artworks, reproductions, and copies

J10: Reflect and talk about works of art.

K6: Know the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture

L3: Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design