Glassboro Public Schools
Office of Curriculum and Instruction

Instructional Unit Map			
Course Title: Ceramics II			
Teacher	Shane Davis	**Start Date**	September
Unit Title	Breadth In this Unit, students will design and complete projects spanning a variety of techniques, styles, and themes while exploring how ceramics have been created across different cultures and time periods. At the end of this unit, students will choose an area of focus, which will serve as the basis for their Depth Unit.	**Length of Unit**	First Semester- 18 Weeks
Essential Questions	1. How can I build on my previous knowledge of Ceramics to create pieces utilizing all of the major handbuilding and wheel throwing techniques? 2. In what ways do different cultures and time periods influence ceramic practices and techniques? 3. How does revisiting fundamental ceramic techniques help refine my skills and artistic voice? 4. What technical and design challenges arise when working with multiple construction methods, and how can they be resolved? 5. How can I use this unit to identify a personal area of interest or focus for further exploration in ceramics?		
Summative Assessments	**Primary Summative Assessments:** Midpoint Review • Objective: Students will participate in an individual review with the instructor. They will present their sketchbooks as well as all relevant studies and completed works of art. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting. Final Ceramics Project • Objective: Students will create a final ceramic piece incorporating the tools and techniques practiced during the Unit. Students will be expected to apply an understanding of the Elements of Art and Principles of Designs discussed.		

	• Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting. Portfolio Submission • Objective: Students will compile a portfolio of their work from the unit, including practice exercises, studies, and completed projects, showing effort, growth, and skill development. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting.
Formative Assessment	Daily Participation • Students will be evaluated daily on their effort, participation, and engagement with the material. Sketchbook Checks • Objective: Evaluate students' sketchbooks for ongoing engagement with drawing exercises, experimentation with materials, and application of techniques and concepts. • Evaluation: Score based on effort, creativity, and completion of assigned tasks. Written Artist Statements and Reflections • Objective: Students will write artist statements or complete reflections after completing selected artworks or projects. • Evaluation: Assess for depth of understanding, clarity of expression, and connection to the lesson objectives. Class Critiques • Objective: Students will participate in a peer critique, providing constructive feedback and reflecting on their own work. • Evaluation: Grade based on active participation, thoughtful commentary, and ability to articulate an understanding of artistic principles.
Core Instructional Materials	• Mattison, Steve. The Complete Potter. New York, Watson-Guptill Publications, 2003. • Bruce, Susan. The Art of Handbuilt Ceramics: Contemporary Techniques, Projects, and Inspiration. Philadelphia, Running Press, 2007. • Hooson, David, and Louisa Taylor Quinn. The Workshop Guide to Ceramics: A Fully Illustrated Step-by-Step Manual. London, Thames & Hudson, 2012. • Peterson, Susan, and Jan Peterson. Working with Clay: A Beginner's Guide. 3rd ed., Upper Saddle River, Prentice Hall, 2003.
Core Supplemental Materials	• Sketchbooks • White Earthenware Clay • Red Earthenware Clay • Clay Boards • Clay Sculpting Tools

	• Underglaze • Glaze • Brushes • Texture mats, texture rollers, stamps • Pottery Wheel
Pre-requisite Skills	Pre-requisite Course: **Studio Art I, Ceramics I** **Student must obtain explicit approval from the instructor for this course of study.** **Potential Student Hurdles** Limited Prior Knowledge of Art Concepts • Some students may not have been exposed to the elements of art or principles of design. • Hurdle: Difficulty grasping foundational art vocabulary and applying these concepts. Lack of Experience • Students may have varying levels of experience and confidence with ceramics. • Hurdle: Inexperienced students might feel intimidated or frustrated when compared to peers with more advanced skills. Limited Fine Motor Skills • Some students may struggle with hand control or precision, which can affect their ability to manipulate, pinch, carve, and sculpt with clay. • Hurdle: Difficulty executing techniques like pinching, coiling, slipping and scoring. Fixed Mindsets About Talent vs. Skill • Students may believe that artistic ability is an innate talent rather than a skill that can be developed with practice. • Hurdle: Hesitation to engage fully in exercises or fear of failure. Time Management and Focus • Some students may struggle to pace themselves, rushing through projects or becoming overwhelmed by detailed assignments. • Hurdle: Difficulty balancing quality with productivity and staying engaged throughout the process. Accessibility and Learning Differences • Students with learning differences or visual impairments may require modified instructions, tools, or additional support. • Hurdle: Challenges to understanding instructions or performing tasks without accommodation. Lack of Interest or Motivation • Students taking this course as a requirement may not feel personally invested in the subject. • Hurdle: Apathy toward assignments and reluctance to put in effort. **Strategies to Address Hurdles** • Provide explicit instruction on art concepts with visuals and examples.

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Incorporate differentiated tasks to accommodate various skill levels.
Emphasize process over product to build confidence.
Offer scaffolding and practice exercises to develop fine motor skills.
Create a supportive classroom environment that celebrates effort and growth.
Include engaging activities and connect lessons to students' interests to increase motivation.

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<tr><td rowspan="4">Assessment and Instructional Scaffolds</td><td>English Language Learners</td><td>Special Education Students (Students with IEPs and 504s)</td></tr>
<tr><td>
<u>Visual Aids and Demonstrations</u>

Use step-by-step visuals, diagrams, and live demonstrations for all instructions.
Label visuals with vocabulary terms.

<u>Simplified Language and Sentence Frames</u>

Provide instructions in simple, concise language.
Offer sentence starters for critiques.

<u>Bilingual Resources</u>

Supply bilingual glossaries for art terminology or use translation apps for key concepts.

<u>Peer Support and Group Work</u>

Pair ELLs with supportive peers for collaboration and explanation.

<u>Assessments</u>

Allow responses to written reflections or critiques in their native language if needed.
Assess based on demonstration of concepts rather than language proficiency.

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<u>Chunked Instructions</u>

Break tasks into smaller, manageable steps.
Provide a checklist for multi-step assignments

<u>Adapted Tools</u>

Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges.

<u>Extended Time</u>

Provide additional time for projects and assessments.

<u>Flexible Seating and Environment</u>

Allow students to choose quieter spaces or sit near the teacher for extra support.

<u>Frequent Check-Ins</u>

Monitor progress regularly to ensure understanding and provide immediate feedback.

<u>Modified Expectations</u>

Adjust rubric criteria.

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<tr><td>Students at Risk of School Failure</td><td>Gifted and Talented Students</td></tr>
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<u>Guided Practice</u>

Begin projects with structured warm-up exercises or partially completed templates.

<u>Frequent Feedback</u>

Provide consistent, formative feedback to build confidence and guide improvement.

<u>Access to Exemplars</u>

Share examples of completed work at varying skill levels to model expectations.

<u>Simplified Objectives</u>

Focus on simpler goals and outcomes for each assignment.

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<u>Open-Ended Challenges</u>

Offer optional extension tasks that allow for creative exploration, such as experimenting with mixed media or advanced techniques.

<u>Independent Projects</u>

Encourage advanced students to propose their own projects related to the unit.

<u>Leadership Opportunities</u>

Assign roles in group critiques or ask advanced learners to mentor peers.

<u>Enrichment Activities</u>
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	Peer Support • Pair struggling learners with more confident peers during collaborative activities.	• Provide additional resources, such as artist biographies, masterwork studies, or online tutorials for self-guided learning. Higher-Order Thinking Prompts • Challenge them to analyze how professional artists develop work and apply similar techniques.
Differentiated Instructional Methods	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Visual Resources • Provide examples of professional and student artwork that illustrate the elements of art and principles of design. • Use charts, diagrams, and infographics to break down techniques step-by-step. • Create a visual vocabulary wall with labeled examples of key concepts. Guided Practice • Offer structured exercises. • Use teacher-led demonstrations to model processes. Digital Tools • Provide access to drawing tutorials, apps, or websites that offer step-by-step guides and interactive learning. • Use slide decks or instructional videos for students to revisit concepts at their own pace. Flexible Grouping • Organize small-group rotations where students work with peers, receive direct instruction, or explore independently. • Pair advanced learners with struggling learners for peer modeling. Choice in Materials • Allow students to choose from a variety of materials based on their comfort and interest. Multi-Sensory Activities	Visual Projects • Students create final artworks that demonstrate mastery of techniques. • Sketchbooks are used to showcase practice, experimentation, and idea development. Written Reflections • Assign artist statements explaining their choices and process in their final project. • Use journals for students to reflect on their growth, challenges, and successes. Verbal Communication • Facilitate peer critiques and discussions where students articulate their understanding of artistic concepts. • Use student presentations where they analyze and explain their work or a selected artist's use of elements and principles. Collaborative Work • Group projects where students create a shared piece incorporating specific elements of art. • Team critiques where students evaluate each other's work using constructive feedback. Digital Products • Students document and share their process digitally through photos or videos. • Advanced students may create digital portfolios showcasing their unit work.

<table>
<tr><td></td><td>• Use hands-on activities to engage tactile and kinesthetic learners.</td><td><u>Choice Boards</u>
• Provide multiple options for project types to allow students to select based on their strengths and interests.</td></tr>
<tr><td>Integration of Technology</td><td colspan="2">Instructional Tools and Resources:

<u>Online Tutorials and Demonstrations</u>
• Resources: Platforms like YouTube or Art21 for technique tutorials.
• Purpose: Offer step-by-step guides and supplemental learning for struggling or advanced learners.

<u>Interactive Presentations</u>
• Tools: Google Slides, Canva, Kahoot, MagicSchool.
• Purpose: Present the information on the unit through presentations, videos, and interactive quizzes.

<u>Virtual Museum Tours</u>
• Resources: Websites like Google Arts & Culture or individual museum sites (e.g., The Met, MoMA).
• Purpose: Inspire students by analyzing how professional artists develop and create work.

Assessment and Feedback

<u>Digital Portfolios</u>
• Tools: Google Sites, Artsonia.
• Purpose: Students document and submit their sketches, practice exercises, and final projects digitally for teacher and peer feedback.

<u>Collaborative Critiques</u>
• Tools: Google Docs, Schoology.
• Purpose: Facilitate virtual critiques where students upload images of their work and provide feedback through comments or sticky notes.

<u>Rubric and Feedback Management</u>
• Tools: Schoology, Google Classroom
• Purpose: Use rubrics to assess work digitally and provide individualized feedback.

Documentation and Sharing

<u>Time-Lapse Recordings</u>
• Tools: Built-in tablet or smartphone time-lapse cameras.</td></tr>
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	• Purpose: Encourage students to record their process, reflecting on how their work develops over time. Classroom Blog • Tools: Google Sites, Artsonia. • Purpose: Share student work with peers, families, and the school community. QR Code Integration • Tools: QR code generators. • Purpose: Students attach QR codes to their final pieces, linking to process videos or artist statements.
Career Readiness, Life Literacies, and Key Skills	Creativity and Innovation 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • Core Idea: With a growth mindset, failure is an important part of success. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. • Core Idea: Innovative ideas or innovation can lead to career opportunities. Critical Thinking and Problem-solving 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. • Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Digital Citizenship 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. • Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities. Technology Literacy 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. • Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
Interdisciplinary Connections	Geometric Measurement and Dimension G.GMD B. Visualize relationships between two-dimensional and three-dimensional objects

	4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Instructional Pacing Guide			
Activity Title	**NJSLS**	**Learning Objectives**	**Student Activities**
Pinch	1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.	• Construct refined ceramic forms using advanced pinching methods, including hollow forms and complex shapes. • Design and create pinch pot forms that reflect personal expression, cultural inspiration, or a specific artistic theme. • Research and analyze historical and contemporary pinch pottery traditions from various cultures. • Explore various surface treatments such as carving, stamping, slip application, and burnishing. • Write a short artist statement explaining their design choices, influences, and technical challenges.	Create • Students create small test pieces to practice advanced pinching methods, such as double pinch pots (hollow forms), altering pinch forms, and attaching multiple pinch components. • Students sketch design ideas, considering historical and cultural influences, personal themes, and structural integrity. • Students test carving, stamping, slip trailing, and burnishing on practice tiles before applying them to their final piece. • Students will create a final pinch project, utilizing skills learned through practices and tests. Present • Students write an initial statement about their piece, describing their design choices, techniques used, and cultural or personal inspirations. • Students present their completed work, discussing challenges, successes, and artistic decisions in a structured critique. Respond • Students examine historical and contemporary pinch pottery from

	1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design. 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.		different cultures, identifying similarities and differences in form, function, and technique. • Students complete a reflection sheet identifying what worked well, what was challenging, and how they would improve in future pieces. Connect • Students find a modern ceramic artist using pinch techniques and create a mood board of their work, analyzing how they push traditional techniques in new directions. • Students write a short journal entry on how their piece relates to a personal experience, theme, or concept.
Coil	1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork	• Demonstrate technical proficiency in coil construction by creating structurally sound ceramic forms. • Incorporate artistic intent by using coil techniques to create both functional and sculptural forms. • Analyze historical and contemporary uses of coil pottery across various cultures and artistic traditions. • Apply surface design techniques such as carving, slip trailing, Mishima, and glazing to enhance their coil-built ceramics.	Create • Students practice rolling, stacking, blending, and texturizing coils to create a variety of forms. • Students sketch and plan a ceramic piece using coil construction, considering form, texture, and decoration. • Students create a coil-built ceramic piece (vessel or sculpture), experimenting with structural techniques and compositional balance. • Students test texture applications and select a finishing technique for their piece. Present

	for a collection or portfolio presentation. 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design. 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.	• Critically evaluate and refine their work through peer critique, self-reflection, and design improvements. • Make connections between personal expression and cultural traditions through research and artistic decision-making.	• Students write an artist statement reflecting on their creative choices, process, and influences. • Students display their finished work in a class exhibition, explaining how their piece connects to historical and contemporary ceramic traditions. Respond • Students engage in formal critique using critical analysis (Describe, Analyze, Interpret, and Evaluate). • Students write a reflection on their challenges, successes, and artistic growth during the coil-building process. Connect • Students study contemporary ceramic artists who use coil techniques and compare their work to traditional methods. • Students explore how their own cultural background, experiences, and interests influence their ceramic design choices.
Slab	1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork.	• Demonstrate technical proficiency in slab construction by rolling, cutting, joining, and assembling clay slabs into structurally sound forms.	Create • Students practice rolling even slabs, cutting precise shapes, and assembling slabs with proper joining techniques.

	1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.	• Create both functional and sculptural works utilizing slab techniques, incorporating texture, carving, and additive elements. • Analyze historical and contemporary uses of slab-built ceramics across different cultures and artistic movements. • Apply surface decoration techniques such as sgraffito, slip application, and glazing to enhance their slab-built ceramic pieces. • Engage in critique to refine their ideas and craftsmanship. • Explore personal and cultural influences to develop a meaningful approach to slab-built ceramic work.	• Students create detailed sketches and templates for their slab-built project, considering balance, proportion, and surface design. • Students build a functional or sculptural slab-constructed form, incorporating structural supports as needed. • Students experiment with texture tools, slip trailing, and sgraffito to enhance their piece. Present • Students write an artist statement explaining their design choices, influences, and techniques used. • Students present their completed slab-built work in a class critique and discuss how their piece connects to historical or contemporary ceramics. Respond • Students engage in formal critique using critical analysis (Describe, Analyze, Interpret, and Evaluate). • Students document their creative and technical growth, challenges faced, and solutions developed throughout the process. Connect • Students study contemporary slab-building artists and discuss how their work relates to traditional methods. • Students explore ways to incorporate personal or cultural symbolism into their slab-built piece.

Wheel Throwing	1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	• Demonstrate control and proficiency in centering clay, pulling walls, shaping, and trimming on the pottery wheel. • Create wheel-thrown ceramic forms that are structurally sound and exhibit intentional design elements. • Explore historical and contemporary wheel-thrown pottery from various cultures and artistic movements. • Experiment with form and function by altering wheel-thrown pieces through cutting, combining, and surface treatments. • Engage in critique and refinement to improve craftsmanship and artistic expression. • Connect personal themes and influences to their wheel-thrown ceramic work.	Create • Students refine centering, pulling, and shaping techniques through guided practice. • Students create concept sketches for wheel-thrown pieces, considering form, balance, and function. • Students create multiple wheel-thrown pieces and experiment with altering forms through cutting, stretching, or assembling. • Students apply glazing techniques, slip trailing, or carving to enhance their wheel-thrown work. Present • Students present their wheel-thrown works in a gallery-style setup, explaining their creative decisions. • Students assess craftsmanship, form, and surface treatment in peer discussions. Respond • Students assess their technical growth and creative decision-making in wheel-throwing. • Students engage in formal critique using critical analysis (Describe, Analyze, Interpret, and Evaluate). Connect • Students research traditional and contemporary wheel-thrown pottery. • Students create a wheel-thrown piece inspired by personal experiences, themes, or cultural influences.

	1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.		
Final Breadth Project	1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and	• Integrate all handbuilding and wheel-throwing techniques learned throughout this unit into a cohesive and refined final project. • Demonstrate technical proficiency in creating a ceramic piece that combines pinch, coil, slab, and wheel-thrown elements. • Apply advanced surface decoration and glazing techniques to enhance the aesthetic quality of their work. • Engage in critical self-reflection and peer critique to improve the final product and the creative process. • Demonstrate a clear and thoughtful artistic intent in their final project that communicates personal or cultural themes. • Present their work in a professional manner, explaining their creative process, challenges, and technical decisions.	Create • Students outline their final project idea, integrating all four techniques (pinch, coil, slab, and wheel-thrown). They create detailed sketches, explore forms, and plan surface treatments. • Students begin constructing their pieces, using a mix of handbuilding and wheel-throwing methods to build the piece. • Students experiment with different surface treatments (e.g., carving, texture, slip, glazing) that complement their chosen design. Present • Students craft an artist statement that explains the significance of their piece, the techniques used, and how it connects to personal or cultural themes. • Students showcase their final project, discussing their creative process, influences, and artistic decisions. Respond • A formal critique session where students discuss each final project, evaluating technical execution, aesthetic choices, and conceptual depth. • Students give constructive feedback to classmates, offering suggestions

	empathetic responses to the natural world and constructed environments. 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas. 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.		for improvement and discussing the effectiveness of their design and technique. Connect • Students explore how their final project connects to their personal experiences, values, or artistic identity. • Students present their projects, linking their artistic choices to broader cultural or personal themes and explaining how these influences shaped their work.