



Glassboro Public Schools
Office of Curriculum and Instruction

Instructional Unit Map			
Course Title: Ceramics II			
Teacher	Shane Davis	Start Date	~January
Unit Title	<u>Depth</u> In this Unit, students will choose a specific area of study within Ceramics. Students will focus on a technique, style, subject matter, or theme that they want to pursue in more depth.	Length of Unit	Second Semester
Essential Questions	1. How do artists develop a personal focus or artistic voice within ceramics? 2. In what ways do historical and contemporary ceramic artists influence modern ceramic practices? 3. How can refining technical skills enhance the expression of artistic ideas? 4. How can an artist push their work beyond technical proficiency to create meaning? 5. How does curation impact the way an audience perceives an artist's work? 6. How does an artist effectively communicate their creative process and artistic intent to an audience?		
Summative Assessments	Primary Summative Assessments: Midpoint Review <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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		

	<ul style="list-style-type: none"> • 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	<p>Daily Participation</p> <ul style="list-style-type: none"> • Students will be evaluated daily on their effort, participation, and engagement with the material. <p>Sketchbook Checks</p> <ul style="list-style-type: none"> • 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. <p>Written Artist Statements and Reflections</p> <ul style="list-style-type: none"> • 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. <p>Class Critiques</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Sketchbooks • White Earthenware Clay • Red Earthenware Clay • Clay Boards • Clay Sculpting Tools • Underglaze • Glaze • Brushes • Texture mats, texture rollers, stamps

	<ul style="list-style-type: none"> • Pottery Wheel
Pre-requisite Skills	<p>Pre-requisite Course: Studio Art I, Ceramics I Student must obtain explicit approval from the instructor for this course of study.</p> <p>Potential Student Hurdles</p> <p>Limited Prior Knowledge of Art Concepts</p> <ul style="list-style-type: none"> • 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. <p>Lack of Experience</p> <ul style="list-style-type: none"> • 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. <p>Limited Fine Motor Skills</p> <ul style="list-style-type: none"> • 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. <p>Fixed Mindsets About Talent vs. Skill</p> <ul style="list-style-type: none"> • 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. <p>Time Management and Focus</p> <ul style="list-style-type: none"> • 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. <p>Accessibility and Learning Differences</p> <ul style="list-style-type: none"> • 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. <p>Lack of Interest or Motivation</p> <ul style="list-style-type: none"> • 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. <p>Strategies to Address Hurdles</p> <ul style="list-style-type: none"> • Provide explicit instruction on art concepts with visuals and examples. • 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.

Assessment and Instructional Scaffolds	English Language Learners	Special Education Students (Students with IEPs and 504s)
	<u>Visual Aids and Demonstrations</u> <ul style="list-style-type: none"> • Use step-by-step visuals, diagrams, and live demonstrations for all instructions. • Label visuals with vocabulary terms. <u>Simplified Language and Sentence Frames</u> <ul style="list-style-type: none"> • Provide instructions in simple, concise language. • Offer sentence starters for critiques. <u>Bilingual Resources</u> <ul style="list-style-type: none"> • Supply bilingual glossaries for art terminology or use translation apps for key concepts. <u>Peer Support and Group Work</u> <ul style="list-style-type: none"> • Pair ELLs with supportive peers for collaboration and explanation. <u>Assessments</u> <ul style="list-style-type: none"> • Allow responses to written reflections or critiques in their native language if needed. • Assess based on demonstration of concepts rather than language proficiency. 	<u>Chunked Instructions</u> <ul style="list-style-type: none"> • Break tasks into smaller, manageable steps. • Provide a checklist for multi-step assignments <u>Adapted Tools</u> <ul style="list-style-type: none"> • Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges. <u>Extended Time</u> <ul style="list-style-type: none"> • Provide additional time for projects and assessments. <u>Flexible Seating and Environment</u> <ul style="list-style-type: none"> • Allow students to choose quieter spaces or sit near the teacher for extra support. <u>Frequent Check-Ins</u> <ul style="list-style-type: none"> • Monitor progress regularly to ensure understanding and provide immediate feedback. <u>Modified Expectations</u> <ul style="list-style-type: none"> • Adjust rubric criteria.
	Students at Risk of School Failure	Gifted and Talented Students
	<u>Guided Practice</u> <ul style="list-style-type: none"> • Begin projects with structured warm-up exercises or partially completed templates. <u>Frequent Feedback</u> <ul style="list-style-type: none"> • Provide consistent, formative feedback to build confidence and guide improvement. <u>Access to Exemplars</u> <ul style="list-style-type: none"> • Share examples of completed work at varying skill levels to model expectations. <u>Simplified Objectives</u> <ul style="list-style-type: none"> • Focus on simpler goals and outcomes for each assignment. <u>Peer Support</u> <ul style="list-style-type: none"> • Pair struggling learners with more confident peers during collaborative activities. 	<u>Open-Ended Challenges</u> <ul style="list-style-type: none"> • Offer optional extension tasks that allow for creative exploration, such as experimenting with mixed media or advanced techniques. <u>Independent Projects</u> <ul style="list-style-type: none"> • Encourage advanced students to propose their own projects related to the unit. <u>Leadership Opportunities</u> <ul style="list-style-type: none"> • Assign roles in group critiques or ask advanced learners to mentor peers. <u>Enrichment Activities</u> <ul style="list-style-type: none"> • Provide additional resources, such as artist biographies, masterwork studies, or online tutorials for self-guided learning. <u>Higher-Order Thinking Prompts</u>

		<ul style="list-style-type: none"> 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)
	<p><u>Visual Resources</u></p> <ul style="list-style-type: none"> 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. <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> Offer structured exercises. Use teacher-led demonstrations to model processes. <p><u>Digital Tools</u></p> <ul style="list-style-type: none"> 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. <p><u>Flexible Grouping</u></p> <ul style="list-style-type: none"> Organize small-group rotations where students work with peers, receive direct instruction, or explore independently. Pair advanced learners with struggling learners for peer modeling. <p><u>Choice in Materials</u></p> <ul style="list-style-type: none"> Allow students to choose from a variety of materials based on their comfort and interest. <p><u>Multi-Sensory Activities</u></p> <ul style="list-style-type: none"> Use hands-on activities to engage tactile and kinesthetic learners. 	<p><u>Visual Projects</u></p> <ul style="list-style-type: none"> Students create final artworks that demonstrate mastery of techniques. Sketchbooks are used to showcase practice, experimentation, and idea development. <p><u>Written Reflections</u></p> <ul style="list-style-type: none"> Assign artist statements explaining their choices and process in their final project. Use journals for students to reflect on their growth, challenges, and successes. <p><u>Verbal Communication</u></p> <ul style="list-style-type: none"> 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. <p><u>Collaborative Work</u></p> <ul style="list-style-type: none"> 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. <p><u>Digital Products</u></p> <ul style="list-style-type: none"> Students document and share their process digitally through photos or videos. Advanced students may create digital portfolios showcasing their unit work. <p><u>Choice Boards</u></p>

		<ul style="list-style-type: none"> • Provide multiple options for project types to allow students to select based on their strengths and interests.
Integration of Technology	<p>Instructional Tools and Resources:</p> <p><u>Online Tutorials and Demonstrations</u></p> <ul style="list-style-type: none"> • Resources: Platforms like YouTube or Art21 for technique tutorials. • Purpose: Offer step-by-step guides and supplemental learning for struggling or advanced learners. <p><u>Interactive Presentations</u></p> <ul style="list-style-type: none"> • Tools: Google Slides, Canva, Kahoot, MagicSchool. • Purpose: Present the information on the unit through presentations, videos, and interactive quizzes. <p><u>Virtual Museum Tours</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment and Feedback</p> <p><u>Digital Portfolios</u></p> <ul style="list-style-type: none"> • Tools: Google Sites, Artsonia. • Purpose: Students document and submit their sketches, practice exercises, and final projects digitally for teacher and peer feedback. <p><u>Collaborative Critiques</u></p> <ul style="list-style-type: none"> • Tools: Google Docs, Schoology. • Purpose: Facilitate virtual critiques where students upload images of their work and provide feedback through comments or sticky notes. <p><u>Rubric and Feedback Management</u></p> <ul style="list-style-type: none"> • Tools: Schoology, Google Classroom • Purpose: Use rubrics to assess work digitally and provide individualized feedback. <p>Documentation and Sharing</p> <p><u>Time-Lapse Recordings</u></p> <ul style="list-style-type: none"> • Tools: Built-in tablet or smartphone time-lapse cameras. 	

	<ul style="list-style-type: none"> • Purpose: Encourage students to record their process, reflecting on how their work develops over time. <p><u>Classroom Blog</u></p> <ul style="list-style-type: none"> • Tools: Google Sites, Artsonia. • Purpose: Share student work with peers, families, and the school community. <p><u>QR Code Integration</u></p> <ul style="list-style-type: none"> • 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	<p><u>Creativity and Innovation</u></p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <ul style="list-style-type: none"> • Core Idea: With a growth mindset, failure is an important part of success. <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p> <ul style="list-style-type: none"> • Core Idea: Innovative ideas or innovation can lead to career opportunities. <p><u>Critical Thinking and Problem-solving</u></p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <ul style="list-style-type: none"> • Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. <p><u>Digital Citizenship</u></p> <p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p> <ul style="list-style-type: none"> • Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities. <p><u>Technology Literacy</u></p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>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.</p> <ul style="list-style-type: none"> • 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	<p>Geometric Measurement and Dimension G.GMD</p> <p>B. Visualize relationships between two-dimensional and three-dimensional objects</p>

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
Choosing a Focus and Research	<p>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.</p> <p>1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</p> <p>1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</p> <p>1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p>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.</p>	<ul style="list-style-type: none"> Students will identify a specific focus within ceramics (technique, theme, cultural influence, or historical movement). Students will conduct research on ceramic artists, traditions, and processes relevant to their focus. Students will develop a proposal outlining their artistic direction, including conceptual ideas, technical goals, and planned projects. Students will create preliminary sketches and written reflections to articulate their intentions. 	<p>Create</p> <ul style="list-style-type: none"> Research ceramic styles, artists, and techniques through books, articles, and online resources. Generate sketches and technical plans for potential projects. Experiment with small test pieces to explore surface treatments, forms, or construction methods. <p>Present</p> <ul style="list-style-type: none"> Create a visual presentation or artist research board showcasing their chosen focus, key influences, and stylistic considerations. Participate in peer discussions to share their artistic direction and receive feedback. <p>Respond</p> <ul style="list-style-type: none"> Analyze and critique ceramic works within their focus, identifying stylistic and technical elements. Write reflections on how their chosen focus connects to broader artistic movements or cultural traditions. <p>Connect</p> <ul style="list-style-type: none"> Explore how cultural, historical, and contemporary ceramic traditions

	<p>1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</p>		<p>influence their personal artistic practice.</p> <ul style="list-style-type: none"> • Compare their focus to other artistic disciplines and consider interdisciplinary connections.
<p>Experimentation and Skill Development</p>	<p>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.</p> <p>1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p>1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</p> <p>1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p>	<ul style="list-style-type: none"> • Students will develop and refine techniques specific to their focus through repeated practice. • Students will test and explore various forms, textures, and finishes to determine the best approach for final projects. • Students will document progress through sketchbooks, written reflections, and photographic evidence. • Students will evaluate and adjust technical choices based on peer and instructor feedback. 	<p>Create</p> <ul style="list-style-type: none"> • Conduct small-scale material tests, such as clay body comparisons, glaze samples, and surface decoration test tiles. • Engage in practice exercises focusing on form, function, or texture. <p>Present</p> <ul style="list-style-type: none"> • Organize a "work-in-progress" review where students present their experiments and discuss findings. • Display and discuss test pieces with the class for technical feedback. <p>Respond</p> <ul style="list-style-type: none"> • Compare and contrast different construction and glazing techniques within their focus. • Write self-assessments on their evolving technical skills and challenges. <p>Connect</p> <ul style="list-style-type: none"> • Research traditional and contemporary applications of their chosen techniques or themes.

			<ul style="list-style-type: none"> Investigate technological advancements in ceramics and their impact on the field.
Project #1	<p>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.</p> <p>1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p>1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria</p> <p>1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.</p>	<ul style="list-style-type: none"> Students will apply research findings and experimentation to create an initial major piece within their focus. Students will implement technical refinement and craftsmanship in ceramic construction. Students will develop a work that reflects both technical mastery and conceptual depth. Students will engage in self-reflection and peer critique to enhance artistic decision-making. 	<p>Create</p> <ul style="list-style-type: none"> Construct the first fully developed ceramic work based on their focus. Document the construction process through progress photos and written reflections. <p>Present</p> <ul style="list-style-type: none"> Stage a small group critique where students discuss their artistic choices, challenges, and solutions. Compare their work-in-progress with research examples to assess alignment with their goals. <p>Respond</p> <ul style="list-style-type: none"> Participate in guided peer critiques to evaluate aesthetic and technical elements. Write an artist statement describing the intent and execution of their piece. <p>Connect</p> <ul style="list-style-type: none"> Examine how their work relates to historical and contemporary artists in their focus area. Discuss how their ceramic work connects to broader themes in art and society.

Project #2	<p>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.</p> <p>1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p>1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria</p> <p>1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.</p>	<ul style="list-style-type: none"> • Expand upon their initial project by incorporating increased complexity, scale, or conceptual depth. • Experiment with alternative construction methods and surface treatments. • Refine decision-making in technical execution and artistic expression. 	<p>Create</p> <ul style="list-style-type: none"> • Create a second major ceramic piece incorporating new challenges (e.g., larger scale, intricate detailing, mixed techniques). <p>Present</p> <ul style="list-style-type: none"> • Prepare an artist-led discussion about how their work has evolved from Project 1. • Display works-in-progress for instructor and peer feedback. <p>Respond</p> <ul style="list-style-type: none"> • Write a comparative analysis of their first and second pieces, noting growth and refinement. <p>Connect</p> <ul style="list-style-type: none"> • Investigate how contemporary ceramicists push boundaries in form, scale, or meaning.
Project #3	<p>1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and</p>	<ul style="list-style-type: none"> • Synthesize knowledge and experience to produce a culminating ceramic piece. 	<p>Create</p> <ul style="list-style-type: none"> • Construct a final piece that embodies the student's artistic vision.

	<p>contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.</p> <p>1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p>1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria</p> <p>1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.</p>	<ul style="list-style-type: none"> • Develop a distinct artistic voice through thematic and technical consistency. • Reflect on personal growth and future artistic goals. 	<p>Present</p> <ul style="list-style-type: none"> • Curate and present a collection of work showing progression and refinement. <p>Respond</p> <ul style="list-style-type: none"> • Engage in class critiques focusing on thematic consistency and artistic impact. <p>Connect</p> <ul style="list-style-type: none"> • Compare their development to professional ceramic artists and career pathways.
Portfolio Development and Documentation	<p>1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p>	<ul style="list-style-type: none"> • Organize and curate a portfolio showcasing technical and conceptual growth in ceramics. • Document artwork through high-quality photography, written reflections, and process journals. 	<p>Create</p> <ul style="list-style-type: none"> • Students select and refine their strongest ceramic works for inclusion in a digital or physical portfolio. <p>Present</p>

	<p>1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</p> <p>1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria</p> <p>1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<ul style="list-style-type: none"> Develop an artist statement that articulates artistic intent, influences, and personal connections. Analyze and evaluate personal work to determine strengths and areas for further development. 	<ul style="list-style-type: none"> Each student prepares a portfolio presentation, including images, descriptions, and reflections on their creative process. <p>Respond</p> <ul style="list-style-type: none"> Students review and critique their own portfolios, discussing growth, technical achievements, and future artistic goals. <p>Connect</p> <ul style="list-style-type: none"> Students research professional ceramic portfolios, comparing documentation and presentation methods to industry standards.
Final Presentation and Reflection	<p>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>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.</p> <p>1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria</p> <p>1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses</p>	<ul style="list-style-type: none"> Students will present a cohesive body of ceramic work in a formal critique or exhibition setting. Students will effectively communicate artistic decisions, challenges, and successes in an oral or written presentation. Students will reflect on personal artistic growth, identifying key takeaways and future artistic aspirations. Students will engage in constructive dialogue with peers, articulating thoughtful responses to feedback. 	<p>Create</p> <ul style="list-style-type: none"> Students finalize and display their ceramic works, considering layout, lighting, and audience engagement. <p>Present</p> <ul style="list-style-type: none"> Each student gives a final presentation discussing their artistic journey, technical process, and conceptual growth. <p>Respond</p> <ul style="list-style-type: none"> Class critique sessions allow students to evaluate and discuss the work of their peers, providing meaningful feedback. <p>Connect</p> <ul style="list-style-type: none"> Students write a final reflection on how their experience in Ceramics II has shaped their artistic identity and future creative pursuits.

	of art in contemporary and local contexts.		